

A THESIS

**THE INFLUENCE OF PARENTS EDUCATIONAL BACKGROUND ON
STUDENTS ENGLISH LEARNING AT SMKN 3 ENREKANG**



**BY
DIAN SAPITRI
REG NUM. 17.1300.117**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2022

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DIAN SAPITRI

Reg Num. 17.1300.117

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
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Pendidikan (S.Pd)

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English Education Program

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Reg Num. 17.1300.117**

to

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Influence of Parents Educational
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Name of the Students : Dian Sapitri

Student Reg. Number : 17.1300.117

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty certificate

Num : Nomor 2696 tahun 2020

Approved by

Consultant Commissions

Consultant : Dra. Hj. Nanning, M.Pd.

()

NIP : 19680523 200003 2005

Co-Consultant : Drs. Amzah Selle, M.Pd.

()

NIP : 19671231 200312 1011

Cognizant of,

Tarbiyah Faculty



Dr. H. Saepudin, S.Ag., M.Pd.

NIP 19721216199903 1 001

A THESIS
THE INFLUENCE OF PARENTS EDUCATIONAL BACKGROUND ON
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Submitted by

DIAN SAPITRI

Reg Num. 17.1300.117

Had been examined of February 23th, 2022 and had been declared that it fullfilled the requirements

Approved by

Consultant Commissions

Consultant

: Dra. Hj. Nanning, M.Pd.

()

NIP

: 19680523 200003 2005

Co-Consultant

: Drs. Amzah Selle, M.Pd.

()


NIP

: 19671231 200312 1011

Cognizant of,

Tarbiyah Faculty




Dr. H. Saepudin, S.Ag., M.Pd. &

NIP 19721216199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Influence Of Parents Educational Background On Students English Learning At SMKN 3 Enrekang

Name of the Students : Dian Sapitri

Student Reg. Number : 17.1300.117

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty certificate
Num : Nomor 2696 tahun 2020

Date of Graduation : February 23th, 2022

Approved by Examiner Commissions

Dra. Hj. Nanning, M.Pd. (Chairman) (.....)

Drs. Amzah Selle, M.Pd. (Secretary) (.....)

Dr. Abdul Haris Sunubi, S.S., M.Pd. (Member) (.....)

Kalsum, M.Pd. (Member) (.....)

Cognizant of,
Tarbiyah Faculty

Di. H. Saepudin, S.Ag., M.Pd. ✍

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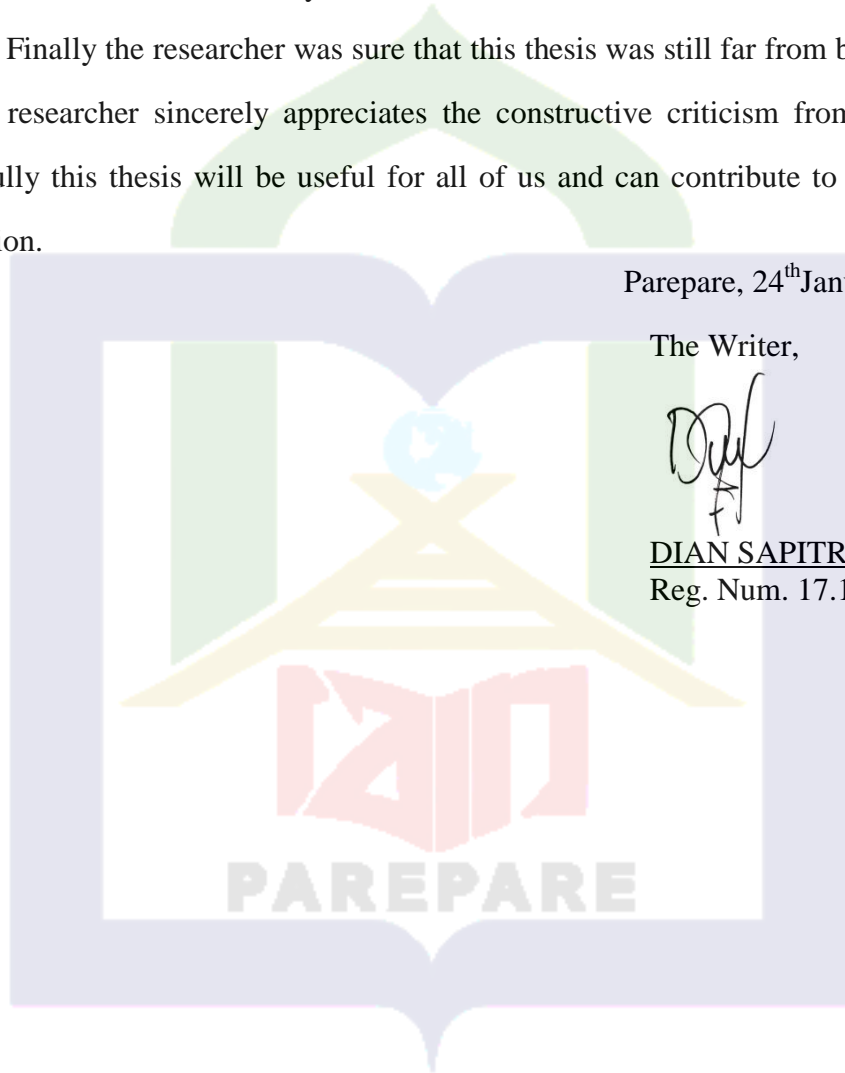
Parepare, 24th January 2022

The Writer,



DIAN SAPITRI

Reg. Num. 17.1300.117



DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Dian Sapitri
NIM : 17.1300.117
Place and Date of birth : Maroangin, 20th Agustus 1999
Faculty : Tarbiyah Faculty
Study Program : English Program
Title of Skripsi : The Influence of Parents Educational Background
on Students English Learning at SMKN 3
Enrekang.

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 24th January 2022

The Writer



DIAN SAPITRI

Reg. Num. 17.1300.117

ABSTRACT

DIAN SAPITRI. *The influence of parents educational background on students english learning at SMKN 3 Enrekang (Supervised by Nanning and Amzah Selle)*

The educational background of parents is often the scourge of the low achievement or learning ability of students, especially in English. This is very reasonable considering that more encouragement is needed for students who want to explore foreign languages as their life skills. The research aimed to know the influence of parents' educational background on students' English learning at SMKN 3 Enrekang.

This research is a quantitative research with ex post facto methods, in determining the sample the researcher used simple random sampling. The instrument of the research was using questionnaire and students English score of 1st semester report book. To determine the effect of parents educational background on students english learning using regression and correlation tests.

After analyzing the data, the researcher found that there was an influence the educational background of the parents of class XI students of SMKN 3 Enrekang is elementary schools (SD/SMP) as much as 23%, senior high schools (SMA/SMK) as much as 67%, Higher Education 10%. It is equivalent to the achievement of learning English at SMKN 3 Enrekang, especially class XI is in the low category; 7 as many as 6 students (25%), moderate category; a score of 8 as many as 16 students (66.6%), and the high category; the value of 9 is 2 students (8.3%).

The results of data processing for the SPSS v21 program show that it can be seen that $F_{count} > F_{table}$ or $sig. F$ or can be written as $2.193 > 2.184$ or $sig. 0.000 < 0.05$. So the data above can be said to be significant, which means that the formal educational background of parents affects the grade XI students' English scores.

Keywords: Parents Educational, English Learning

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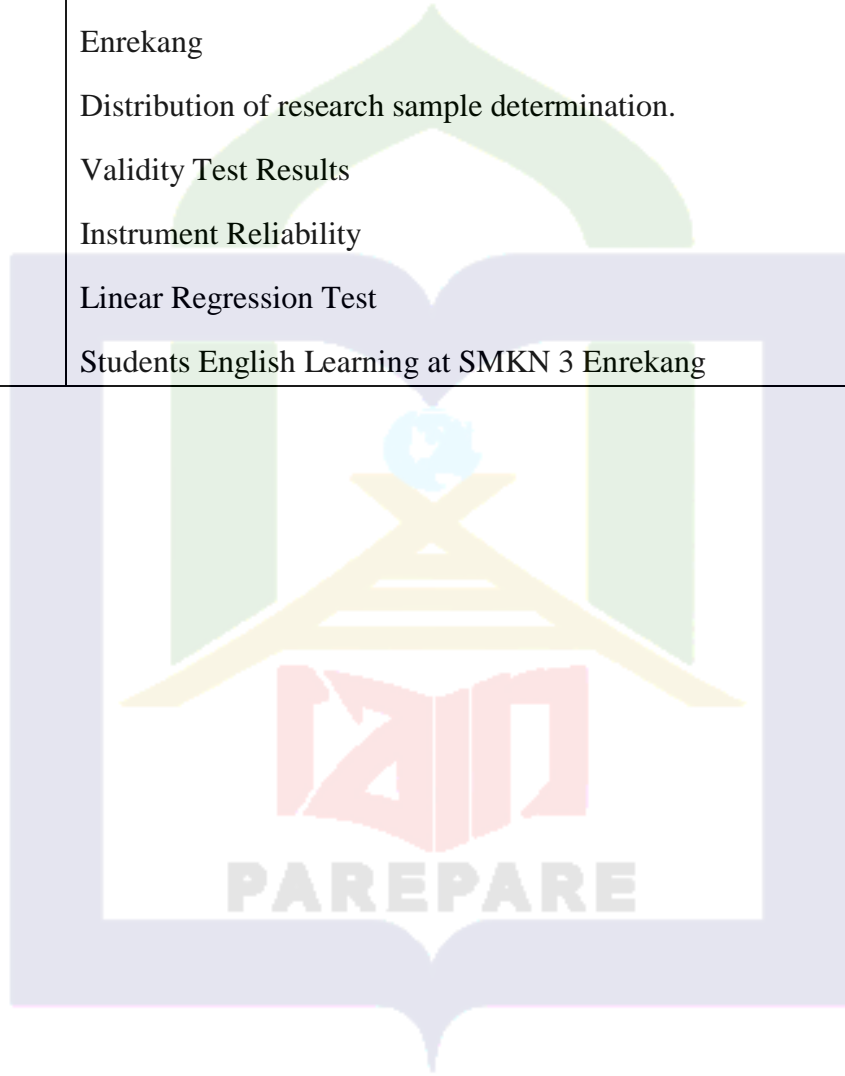
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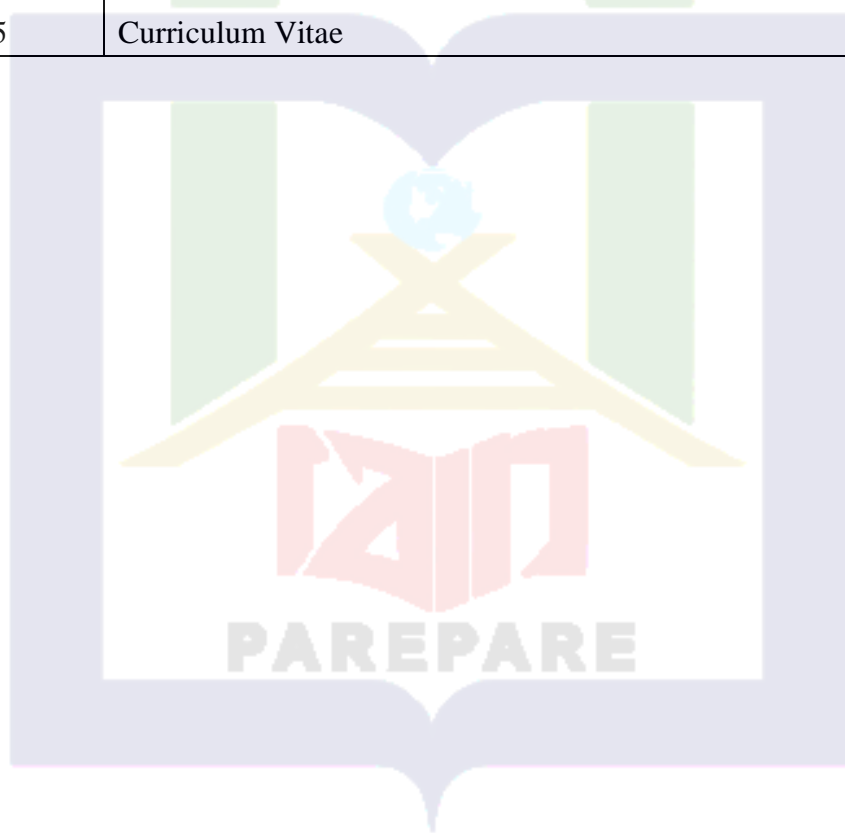
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CHAPTER I INTRODUCTION

A. Background

Education for a nation that is developing like the Indonesian nation today is an absolute necessity that must be developed in line with the demands of development step by step. Education that is managed in an orderly, orderly, effective, and efficient manner (effective and effective) will be able to accelerate the process of civilizing the nation based on the principle of creating general welfare and the intellectual life of our nation by national goals as stated in paragraph IV of the opening of the 1945 Constitution.

The sentence "Educating the nation's life" contained in the 4th paragraph of the 1945 Constitution which is the main national goal, describes the ideals of the Indonesian people to educate and generalize education throughout Indonesia in order to achieve an intelligent national life.

Then the National Education Goals are contained in Article 3 of Law no. 20 of 2003 which reads: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." Mastering English language skills is very important for students so that students can communicate with people from other countries easily, especially if they want to travel abroad, it is an obligation for them to be able to communicate.¹

¹Saputra, J. B. (2015). *Communivative Language Teaching: Changing Students' Speaking Skill. Premise Journal* , 2442-482x

Teaching success in learning English is largely determined by their mastery of four language skills; listening, speaking, reading and writing. One of the most important skills is speaking.² Researchers want to research educational institutions, whether the high formal educational background of parents affects the students' English speaking ability. To achieve a goal, it is necessary to have adequate learning facilities, the fulfillment of learning which is very important for students to pursue achievement, the living environment and an internal drive that arises from within the child so that a habit arises in the child, it is the basic influence of people. Parents, especially the influence of Religion on very ingrained children as well as external influences that greatly affect the students' English speaking ability.

The essence is very different from parents who are highly educated and parents who are less educated, which can certainly be seen in the application of a child in their daily behavioral life.³ Parents who are highly educated they certainly know better and understand how to educate and direct their children, they are able to provide appropriate responses and effective and fun care for their children.⁴ Through the achievement of adequate learning facilities, the living environment, especially the family, the student's interest in learning, and the different formal educational backgrounds of parents, all of which will affect the achievement of learning outcomes, especially the students' ability to speak English which is highly expected by parents.

²Arung, F. (2016). *Improving Student's Speaking Skill Trought Debate Technique*. *Journal of English Education* , 2502-6909

³Lee, J. (2011). *The Effect of Parent's Academic Background on Children's Academic Achievement*. *Research Gate*

⁴Setyo, A. (2014). *Jurnal Ilmiah Pendidikan Bimbingan Konseling*

The student's ability to speak English is influenced by many factors, including internal factors that arise from the child himself and external factors that arise outside his personality, especially parents who are very influential in the achievement of their children's achievements. The process of students' speaking ability in English is determined by many factors, such as human factors such as the educational background of parents and students themselves, and non-human factors such as curriculum, learning media, methods, learning facilities and equipment, student learning styles, and other supporting factors. (Adnyani, 2016) However, of the many factors mentioned above, the human factor has the most role in determining the success or failure of education, which in this case is the ability of students' English learning outcomes. Therefore, human resource development needs to be organized and managed as well as possible.

Many factors influence students' English, including internal factor arising from the child's personality and external factors arising outside of his personality, especially parents, which have a major effect on their children's achievement, the others such as human factors in the form of the educational background of parents and students themselves, and non-human factors such as curriculum, learning media, methods, learning facilities and equipment, student learning styles, and other supporting factors.⁵It is no longer a fictitious thing for a child who can speak English and achieves high marks in every record book of learning outcomes in his school, that's because the perception of parents' educational background and learning style is

⁵Adnyani, I. K. (2016). *Motivasidan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha*. *ResearchGate*, 2303288x.

very large parents' educational background is great for learning, in other words the perception of the parent's educational background that the child has is different.⁶

Based on the thoughts above, the authors feel the need to research the influence of parents' educational background on the ability of English subjects with the title “The Influence Of Parents Educational Background On Students English Learning At Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang”.

This research is focused on knowing how significant the influence of parents' educational background is on student learning outcomes, especially in English subjects.

B. Research Questions

Based on the background explanation above, the researcher formulates the research question as follow:

1. How is the parents' educational background at SMKN 3 Enrekang?
2. Is there any influence of parents' educational background toward students English Learning at SMKN 3 Enrekang?

C. Objective of the Research

Related to the problem statement above, the objectives of the research are:

1. To find out how is the parents' educational background at SMKN 3 Enrekang.
2. To find out there any influence of parents educational background toward students English Learning at SMKN 3 Enrekang.

D. Significances of the Research

The benefits of this research classified into two parts, theoretically and practically.

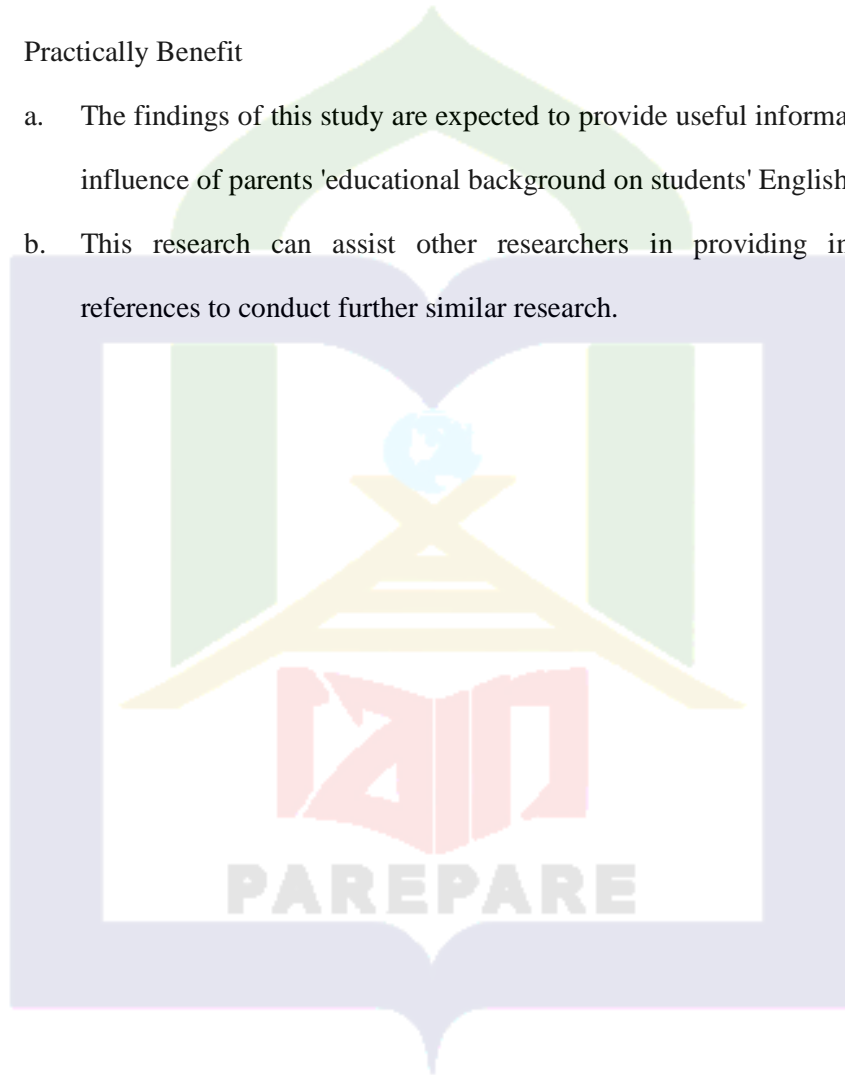
⁶Cowan, P. A. (2011). *Parenting and the Child's World Influences on Academic, Intellectual, and Social-Emotional Development*. Research Gate .

1. Theoretically Benefit

The benefit of this research is to provide an overview of the influence of parental background on student learning and to increase knowledge, especially in the field of education.

2. Practically Benefit

- a. The findings of this study are expected to provide useful information about the influence of parents' educational background on students' English learning.
- b. This research can assist other researchers in providing information or references to conduct further similar research.



CHAPTER II

REVIEW RELATED OF LITERATURE

A. The Previous Research Findings

In this part, the researcher review some result of their studies as follow: The first, research was conducted by Zulfitri with the research title The Influence of Parents' Educational Background. Against Student Achievement. The research design is a quantitative research. The research method used is a survey method, where the research aims to determine the relationship between parents' educational background and learning achievement. The population of this study were all fourth grade children, totaling 48 students, the sampling technique used saturated sampling. Data collection techniques were through observation and documentation and data analysis techniques used the chi-square test technique. The result of the research is that there is a significant and positive relationship between parents' educational background and student achievement. So he concluded that the higher the education level of parents, the higher the student's learning achievement.

The similarity between the previous research and the current research is the first on the topic of research that discusses the influence of parents' educational background, but there are differences between previous research and current research, namely in data collection techniques and variables studied by Zulfitri focused on the educational background of the mother, while this study focused on the educational background of the mother and father.⁷

The second research was conducted by Hunainah and DedeFatchuroji with the research title The Effect of Parents' Educational Background and Students' Emotional

⁷Zulfitria, (2018). *Pendidikan Guru Sekolah Dasar*, Fakultas Ilmu Pendidikan, Universitas Muhammadiyah Jakarta, Jl.KH Ahmad Dahlan, Cirendeui, Tangerang Selatan, 15419.

Intelligence on PAI Learning Achievements. The method used by the researcher is a descriptive method with a quantitative approach. Descriptive method is a method that tells and interprets data relating to facts, circumstances, variables, and phenomena that occur during research and presents them as they are. The population of 440 students of class XI from 13 groups was then taken a random sample of 44 students, with primary data sources obtained from tests and questionnaires of 20 questions. Data processing using SPSS 16.0.together on PAI learning achievement. The educational background of parents greatly influences student achievement in participating in learning at school.⁸

The difference between previous research and current research lies in the variables studied where the research conducted by Hunainah and Fatchuroji is students' emotional intelligence, while the variable in this study is student achievement. In addition, there are differences in the methods used where their research uses descriptive methods while this study uses expostfacto. The similarity between previous and current research lies in the type of research, namely quantitative research

The third research was conducted by Yanti Asmara with the research title The Effect of Parents' Educational Background on Children's Learning Achievements. This type of research is quantitative with the method of field research (field research) and data is collected through documentation of report cards. The population in this study amounted to 63 students, the research sample was as much as the total population, namely 63 people. Based on the results of the research that the author has

⁸Hunainah dan Dede Fatchuroji, (2018). *Pengaruh Latar Belakang Pendidikan Orang Tua Dan Kecerdasan Emosional Siswa terhadap Prestasi Belajar PAI*. Universitas Islam Negeri Sultan Maulana Hasanuddin Banten.

done, the average value of RemangKetke Jaya BenerMeriah Elementary School students has a low level of learning, then there is no influence of parental background on the education of RemangKetike Jaya BenerMeriah Elementary School children.⁹

The difference between previous research and current research lies in the research method where their research uses the field research method. While the similarity between previous research and current research lies in the variables studied where previous research also examined student learning achievement. In addition, previous and current research types both use quantitative research

B. Some Pertinent Ideas

1. Parents Educational Background

a. Definition of Parents Educational Background

The standard or level of education is the stage of education that sustainable, which is determined based on the level of development learners, the level of complexity of teaching materials and how to present teaching materials¹⁰.

In Suwarno's book “*PengantarUmumPendidikan*” explains the meaning of education according to KI HajarDewantara, education is guidance in the growing life of children, as for the meaning of education namely: guiding all the natural strength that is in the children, so that they as human beings and as members of society can achieve the highest safety and happiness¹¹.

In Ahmadi, Abu, andNurUhbiyati books “*IlmuPendidikan*” explains the meaning of education according to SA.Bratata defines education as an effort that is

⁹Yanti Asmara, (2019).*PengaruhLatarBelakangPendidikanOrangtuaTerhadapPrestasiBelajarAnak*. Fakultas TarbiyahdanKeguruan(FTK), Universitas Islam NegeriAr-Raniry Darussalam-Banda Aceh, Jl.SyeikhAbdurRaufKopelma Darussalam Banda Aceh.

¹⁰FuadIkhsan, *Dasar – DasarKependidikan*, (Jakarta :RinekaCipta, 1996), h.2

¹¹Suwarno, *PengantarUmumPendidikan*, (Jakarta: AksaraBaru, 1988), h.2.

deliberately held either directly or indirectly to assist children in achieving development maturity¹².

Langeveld defines education as effort, influence, protection and assistance given to children is directed to maturity of the child, or more precisely helping the child to be competent enough to carry out his own life tasks. That influence comes from adults (or is created by adults such as school, books, daily life cycle, and so on) and addressed to people who are not yet mature¹³.

John Dewey defines education as the process of building fundamental skills intellectually and emotionally into direction of nature and fellow humans¹⁴. J.J. Rousseau defines education is to give us supplies that do not exist in childhood, but we need them in adulthood¹⁵.

From various explanations about the meaning of education, the authors can conclude that education is an attempt to achieve better progress and make humans more critical in thinking. Education is also an effort or orientation consciously and deliberately done by participating student educators, either directly or indirectly for personality, mental, intellectual maturity, character, etc., which can be helpful for the happiness of living in the world and in the afterlife.

Parents are the first and first educators of children, because it is from them that the first child receives education. Thus, the first of education is found in family life. Fathers or mothers and fathers play a very influential role in the education of their

¹²Ahamdi, Abu dan NurUhbityati, Ilmu Pendidikan, (Jakarta: Rineka Cipta, 1991), Cet. Ke-1, h.69

¹³Langeveld. (2006). *Diktat Tim Penyusun Pengantar Pendidikan*. Bandung : Graha Media

¹⁴John Dewey (2004). *Experience and Education Pendidikan Berbasis Pengalaman (terjemahan)*. Bandung. Penerbit Teraju.

¹⁵Jean-Jacques Rousseau, *Emile or On Education, Introduction, translation and notes* by Allan Bloom, Basic Books, USA 1979.

children. Parents generally feel responsible for everything from the survival of their children. Therefore, there is no doubt that the basic responsibility for education is the responsibility of the parents, whether you recognize the responsibility of education, consciously or unconsciously, wholeheartedly accepted or not, it is the Fitrah that has been the nature of Allah SWT for parents. They cannot escape that responsibility because it is the mandate of Allah SWT that is assumed by them.¹⁶

So, the educational formation of the parents is the level of education that the parents have taken, be it general education or religious education, formal or non-formal, of the different levels of education that parents have taken, it can be well applied that someone can acquire experience and knowledge as well as a disposition to educate and guide their children.

2. Forms of education

In accordance with the provisions of Law No. 2 of 1989 on the national education system in terms of the unit, itinerary and type of education, that is, in chapter IV, article 10 paragraph I are the following: "The implementation of education is carried out through 2 (two) channels, namely, the school education pathway and the extracurricular education pathway".

Based on the above statement, the forms of education can be classified into three, namely: informal education, formal education and non-formal education.

a. Informal education

Informal education is education that does not have a clear and official program form.¹⁷ Informal education takes place mainly in the middle family. The family environment is the first educational environment. Because it is in

¹⁶Zakiah Darajat, Ilmu Pendidikan Islam, (Jakarta: Bumi Aksara, 2008), h. 35

¹⁷Suwarno, Pengantar Umum Pendidikan, (Jakarta: Aksara Baru, 1988), h.66

this family that children first receive education and guidance. It is also said that it is the main environment, because a large part of the child's life is in the family, so the education that most children receive is in the family.

Through informal education in the family, children first receive education and guidance to develop their character, personality, cultural values, religious values and morals, as well as simple skills for most children, absorb the norms of norms in family members, both father and mother or siblings. So the parents in the family should and is a natural obligation to care for and educate their children from the time they were small, even since the child is still in the womb.

The main task of the family for the education of children is to lay the foundations of moral education and a religious vision of life. The nature and character of children are mainly taken from their parents and other family members. Therefore, it is the custom of his parents and siblings that in the form of morality he will shape the personality of the child. So, as adults we must set a good example to children in every word and behavior, so that it is also reflected in a child as a good personality¹⁸.

So, informal education is an education that is not structured and clearly organized, because informal education is an education that exists in the family, which is something that parents must do to their children. Parents are the first educators of their children, because children born into the world know nothing and like their parents it is mandatory to point out the right thing and give the

¹⁸Hasbullah, Dasar-Dasar Ilmu Pendidikan, (Jakarta: PT Raja Grafindo, 2012), h. 38

best education to their children according to the circumstances that arise. This process is what is called informal education.

Looking at the facts mentioned above, the role of informal or family education, namely:

1) Early childhood experiences

Educational institutions that exist in the family provide a first experience that is an important factor in the personal development of the child's environment, this is where the balance of the soul in individual development is also determined.

2) Ensuring the emotional life of children

Through this family education the emotional life or the need for affection can be satisfied or can develop properly, this is because there is a blood relationship between educators and students, because parents only face a few students and because the relationship was based on pure love affection.

Instill basic moral education within the family, the first moral foundation of basic education for children is planted, which is generally reflected in the attitude and behavior of parents as role models for their children in order to form the human morality.

3) Provide a foundation for social education

The family is an official social institution, which is made up of father, mother and son. The development of social seeds in children can be nurtured as early as possible, especially through family life which needs to create a taste aid and mutual cooperation.

4) Laying the religious foundations

The family also works to instill the basic foundation of moral and social education, it also works to lay the foundation of religion. Because childhood is the best time to assimilate the basic concepts of religious life¹⁹.

5) Instill basic moral education

In the family, fundamental moral principles are also planted for children, which are usually reflected in the attitude of parents as role models that can be imitated by children. In this regard, Ki Hajar Dewantara stated that "Love, the feeling of unity and diverse feelings and the mental state in general are very useful for the continuation of education, especially character education, it is within family life in a nature strong and pure, so that no educational center can match it"

Usually the child will imitate behavior, how to act and speak. This example gave birth to positive identification symptoms, that is, they imitate themselves with people, and this is very important for the formation of personality. Any value that the child knows will be attributed to the people that he likes and admires, and by going through this one of the processes that children take in the recognition of values.

From the above five functions, it shows that informal education cannot be ignored. It is precisely this informal education that determine and influence the formal education of a person's children, therefore parents must be able and have knowledge to be able to properly educate their children because education in the family is a place where the child's personality traits are first formed .Therefore, it can be said that the family is, as nature, above all education.

b. Formal education

¹⁹Hasbullah, Dasar-dasar Ilmu Pendidikan, (Jakarta: Raja Grafindo Persada, 1999), h. 39-43.

Formal education is an educational endeavor literately organized, planned, directed and systematic through an educational institution called a school.²⁰

Thus, the school as formal education has a clear and official program form, in it there are rules, objectives and levels, that is, in a certain period of time, based on the official rules that have been established. Through this formal education, students can develop knowledge, skills, attitudes, and values. Therefore, it can be said that school functions in intellectual education can be equated with internal family moral education. Although youth family associations also help children's intelligence development, this contribution can't match the role of the school in the development of the child's intelligence.²¹

Formal educational institutions (schools) are institutions of second education after family education that is not kodrati, which is not based on blood relations between teachers and students as in the family, but on relations that are official.²²

Schools as true educational institutions have many varieties and depend on several aspects, including:

1. From an effortless perspective
 - a. Public schools, that is, schools that are operated by the government, both in terms of financing facilities, financing and financing for teaching staff. The agency's handover is generally a department of education and culture (Depdikbud) for schools, public schools, and religious departments for schools characterized by Islam.

²⁰FuadIhsan, Dasar-dasarKependidikan, (Jakarta: RinekaCipta, 2001) Cet. Ke-2, h. 77

²¹Suwarno, PengantarUmumPendidikan, (Jakarta: AksaraBaru, 1988), h.71

²²Hasbullah, Dasar-dasarIlmuPendidikan, (Jakarta: Raja GrafindoPersada, 1999), h. 48

- b. Private schools, that is, schools run by entities other than government, namely private bodies. Seen from this private school consists of: (a) Equalized, (b) Recognized, (c) Registered, and (d) Registered.

2. Viewed from the point of view of level

According to Law Number 2 of 1989, this level the education that is included in the school educational itinerary consists of:

- a. Basic Education

Elementary School or Madrasah Ibtidaiyah

SMP or MTs

- b. Middle Education

High School and Vocational

Madrasah Aliyah

- c. Higher Education

Academy

Institute

High School

University

3. Observed for its nature

- a. General education, consisting of first secondary education (SMP) and upper secondary education (SMA). General secondary education serves to prepare students for higher education.
- b. Vocational Education, consisting of Vocational First Secondary Education (SMPK) and Vocational Upper Secondary Education

(SMK). Vocational secondary education works to prepare students to enter the workforce, according to the vocational education they attended or to pursue vocational education at the higher education level.

c. Education service, this type of education is special to prepare staff for the performance of functions and / or a specific position. Service education consists of:

- Service education, which consists of education medium level and high level.
- Special technical education, consisting of medium and high level education.

d. Religious special education, consisting of education basic (usually called MI or Madrasah Ibtidaiyah), junior secondary education (usually called MTs or Madrasah Tsanawiyah.), Senior secondary education (usually called MA or Madrasah Aliyah) as well College²³.

So, formal education is a structured education in accordance with government regulations. Ordinary formal education carried out by an institution such as a school. This education doesn't have to be related by blood like informal education related to the child and parents, but based on official relations. Formal education must follow all the rules that have been established by an institution that exists.

²³Hasbullah, Dasar-dasar Ilmu Pendidikan, (Jakarta: Raja Grafindo Persada, 1999), h. 52-53

c. Non-Formal Education

Non-formal education is education that deliberately organized and planned but not systematically outside the family and school environment²⁴.

In non-formal education, the teaching staff, the facilities, the delivery method and the time spent, as well as the other components, are adapted to the circumstances of the students to obtain satisfactory results. For the community, Indonesian non-formal education is an easy way to capture the power of the people and encourage people to learning, because the provision of education can be adjusted with environmental conditions and community needs (participating students)²⁵.

So, non-formal education is education that is not structured like that of school or some institution, but this education is formed on purpose and adapted to the needs and abilities of the students to obtain the maximum results. This education teaches what is in agreement with the students themselves and skills that you already have so that you can develop well again.

The role of non-formal education, namely provides various skills, including:

- a. Skills for career development, for example: upgrades, seminars, workshops, and scientific conferences.
- b. Academic technical capacity in an educational system national schools such as: open schools, vocational schools, courses, education via radio and television.
- c. Ability to develop religious life, for example through teaching in boarding schools, education in rest.

²⁴FuadIhsan, Dasar-dasarKependidikan, (Jakarta: RinekaCipta, 2001) Cet. Ke-2, h 77

²⁵FuadIhsan, Dasar-dasarKependidikan, (Jakarta: RinekaCipta, 2001) Cet. Ke-2, h. 42-43

- d. Ability to develop sociocultural life as theater, sports, martial arts and spiritual institutions.
- e. Skills and abilities as a learning system to become a builder, etc.²⁶.

Thus, it is clear that in non-education this formal subject is broader but not in sight lessons or specific lessons so that the result that occurs is better according to their respective fields. In addition to the lessons learned from non-formal education, they are also direct apply and practice the knowledge taught so that they can train the skills or abilities they already have.

3. Various Levels Of Education

a) Basic Education

Primary education is the education that provides knowledge and skills, foster a basic attitude necessary in society, as well as preparing students attend secondary education²⁷. According to article 17 of Law No. 20 of RI in 2003, and basic education is an educational level that underlies the secondary education level. Basic education is in the form of primary school (SD) and Madrasah Ibtida'iyah (MI) or other equivalent and basic secondary school (SMP) and Madrasah Tsanawiyah (MT) or other equivalent.

In this stage of basic education, there are several progress experienced by students, including:

1. Enjoy using language as an expression of art and interested in story books.
2. Always busy in an effort to increase your knowledge.

²⁶FuadIhsan, Dasar-dasarKependidikan, (Jakarta: RinekaCipta, 2001) Cet. Ke-2, h. 127-138

²⁷FuadIkhsan, Dasar – DasarKependidikan, (Jakarta :RinekaCipta, 1996), h.22

3. The ability to think and see cause-effect relationships²⁸

b) Middle education

Secondary education is the education that prepare students to become members of society have the ability to establish a reciprocal relationship with sociocultural environment, and can develop additional skills in the world of work or higher education. In accordance with article 18 of Law No. 20 of RI 2003, secondary education is a continuation of basic education. Secondary education consisting of general secondary education and education vocational high school. At this stage of secondary education, there are several advances experienced by students, including:

- a. Intellectual development leads to areas of interest and according to ability, so start choosing.
- b. Get to know yourself and the environment better, so that you can make adjustments.²⁹

c) Higher education

Higher education is education that prepares students to become members of society who have high academic ability³⁰. According to RI Law No. 20 of 2003, article of higher education is a level of education after secondary education that includes diploma, bachelor's, master's, specialization and doctoral educational programs organized by higher education with an open system. Higher education has multiple objectives

²⁸YustinaRostiawati, Dasar – DasarIlmuPendidikan, (Jakarta :PT.GramediaPustaka Utama,1996), h.7

²⁹YustinaRostiawati, Dasar – DasarIlmuPendidikan, (Jakarta :PT.GramediaPustaka Utama,1996), h. 72

³⁰FuadIkhsan, Dasar – DasarKependidikan, (Jakarta :RinekaCipta, 1996), h.23

within the framework of the diverse needs of society. In general, at the stage of higher education, students can already take responsibility for their own life.

4. Factors That Affect The Level Of Education Of Parents

On the factors affecting the level of education there are two types of parents, namely, internal factors and external factors.

a. Internal factors are factors that originate within the individual, There are several parts namely:

1. Interest

Interest is a constant tendency to pay attention and remember some activities. Interest according to the mini dictionary of Indonesian is attention, favorite, inclination of the heart. Meanwhile, according to MuhibbinSyah, interest (interest) means a tendency and enthusiasm in the desire for something. Interest can affect the quality of achievement of learning outcomes in certain fields³¹.

So what is meant by interest is wanting someone who comes from you to pay attention and know some of the activities you want. Interest also greatly influences the continuity of someone's education. Someone who has no interest in school and study will lead him to drop out of school on certain level or dropout from school, so someone's education is different.

2. Motive

³¹MahfudhShlahuddin, PengantarPsikologiPendidikan, (Surabaya: BinaIlmu, 1990), h. 60

In their book "Aspects of Islamic Education", Drs. Bawani priest explained that motive is an inner state in which a person encourages people to do certain activities to achieve a goal³².

According to SardimanAM. The function or use of the motive is:

- a. The motive encourages humans to act, so as propulsion or motor that releases energy. Motivation in this case it is the driving force of each activities to be carried out.
- b. Determine the direction of action, that is, towards that objective that is to be achieved. Therefore, motivation can provide directions and activities to be carried out accordingly with the formulation of your objectives.
- c. Select actions, that is, determine actions, what actions should be done, which is in harmony achieve the objective, leaving aside actions which is useless for the purpose³³.

In matters of education, motive is very necessary learn and do all activities as you wish that you want to achieve. Motive i also a form of deep variation learn to avoid boredom. If someone has determine the goals or ideals then that education taken will be a bright picture for the future.

3. Intelligence

The word intelligence originally comes from the Latin "Intelligere" which means to connect or unite with each other. Intelligence has a great influence on the progress of learning. In the same situation, students have a

³² Imam Bawani, Segi-segi Pendidikan, (Surabaya: Al-Ikhlâs, 1987), h. 119.

³³ Ngalim Purwanto, Psikologi Pendidikan, (Bandung: Remaja Rosda Karya, 1996), h. 70.

mediocre level of intelligence, although students who have a high level of intelligence have certainly not been successful in learning. This is because learning is a complex process with many influencing factors, intelligence is incorrect, one factor is another, if that factor is inhibitory, then negatively affects one's education (learning), eventually someone (student) will fail to learn³⁴.

So intelligence is the ability to let the relationship of the thought process. Wise people and people who understand will think, weigh, combine, seek conclusions, and decide a problem with the good. So an intellectual person can solve everything in a shorter tempo, you can understand the problem faster and more accurate and able to act quickly. Students who have a normal level of intelligence can do well, they finally learned by applying efficient and effective learning methods and their factors that influence learning have a positive influence.

4. Talent

There is no denying that every human being is born in this world endowed with talents or abilities that had been attributed to him. According to Michael in his book Sumadi Surya Brata affirms that this talent is the ability of the individual to perform a task, which depends very little on practice³⁵.

³⁴MahfudhShalahuddin, PengantarPsikologiUmum, (Surabaya: BinaIlmu, 1991), h. 105.

³⁵SumadiSuryabrata, PsikologiPendidikan, (Jakarta: PT. Raja GrafindoPersada, 1998), h. 160.

According to Hilgard in his book, Slameto defines talent as the ability to learn. That skill was just transformed into a real skill after studying or practicing³⁶.

Talent is a skill that belongs to someone and it does not take that long to learn, with the talent that someone already has it is easier to learn to accept something material that is related to the talents they already have.

This talent will begin to show itself as it can speak or after entering the base. Talents and skills the field of thought, sculpture, painting, teaching, is not the same as what makes someone able to succeed in their studies and then achieve a good career thanks to their effort in developing talent. In addition to that, there must also be supporting factors, including facilities or means, financing, moral encouragement of the parents and interest that the person has.

We can say that someone who has a particular talent for a particular activity is if they feel relief and enjoy doing it happily, also when they try on the basis of their desire to show all their strength to achieve it. But if we do not like some activity, then it will be necessary that we have no talent for these activities.

Similarly, learn, when someone is happy with the material or materials occupied by him will complete him in the study, for example, having engineering talent and studied in engineering school, no doubt. The same study, when someone is satisfied the one or more materials he takes up will make the study more complete, for example, he has the talent in the

³⁶Slameto, *BelajardanFaktor-Faktor Yang Mempengaruhinya*, (Jakarta; RinekaCipta, 1995), h.57

engineering field, and he is studying in a technical school, so he will undoubtedly graduate and is unlikely to drop out.

- b. External factors that is, factors from outside the individual, have several parts, namely:

1. Economic Factors

A family that raises children it has a great impact on the growth and development of children, especially the family economic ladder, and the ability of parents to take care of them. There are poor families, and some are rich. There is a family that is always surrounded by a peaceful atmosphere and peace, but it is somewhat the opposite. There are families with both educated parents and some parents who lack knowledge. Some families have high expectations for their children, and some families are very ordinary. Atmosphere and various family environments inevitably help determine where children experience and complete learning and how to arrive. Including in this family, whether there are necessary facilities also plays an important role in learning³⁷.

Therefore, economic factors are one of the factors this may affect someone's education because all of these are included in the educational field inside or outside the school, and money will definitely be needed. Due to the economic downturn, it is also very difficult for a person to continue to receive education. In this world, all money is spent on education, otherwise everything will be difficult.

³⁷ M. NgalimPurwanto. PsikologiPendidikan. (Bandung: PT RemajaRosdakarya, 2000), h. 104.

2. Perceived Factors Of Family Or Parents

Families have different views on school. Some people hold a negative attitude, while some people hold a positive attitude. This attitude has a big impact Continue children's learning/schooling. If the family has a good knowledge of the school, then the parents will automatically put all their strength and effort into so that the son can go to school smoothly. This problem can be solved by meeting children's needs for school, and providing encouragement in learning can stimulate children's enthusiasm for school³⁸.

Therefore, the view of the parents is the very decisive development of the child in education. If any parent has a negative view of the parent, it will be disadvantageous to the child in the future, because the parent does not support the education of the child. Vice versa, if parents have a positive view, which will make it easier for children to learn and go to school, then children will be more motivated and able to make progress in education.

3. Community Environmental Factors

Life in society is not a bright job. How to determine how a person will choose and respond to the environment in the future. Wrong choice living environment, wrong choice of friends and education of places may ultimately be fatal to any development. In addition to genetics, humans cannot do without the role of the environment, and external factors are second in shaping personality.

³⁸Slameto, *BelajardanFaktor-Faktor Yang Mempengaruhinya*, (Jakarta; RinekaCipta, 1995), h.61.

In this case, NgalimPurwanto believes that the growth of children as adults depends entirely on the environment or the education and experience, they have received since childhood. According to the wishes of the environment/education, human beings can be educated as a person (whether in a good direction or in a bad direction)³⁹.

Education can't be separated from environmental issues. Education can't be separated from the family environment, and the education school environment can't be separated from the community environment. The community environment also plays a role in problem education, because we must live in a world that is not alone there are people or neighbors around us. in case, the people living around us will have an impact bad things also affect education.

What we are experiencing, if society can have a good impact, the opposite is true; for example, the support we do will make it easier for us to do good things like school.

³⁹NgalimPurwanto, IlmuPendidikanTeoritisdanPraktis, (Bandung; RemajaRosdaKarya,1986), h. 59

5. English Learning

1. Definition of English Subjects

English is the international language as a means of communication between countries, therefore, people expect Indonesia is fluent in the language. Considering the importance of English, the subject every formal educational institution teaches English from primary schools in Indonesia to higher education institutions.

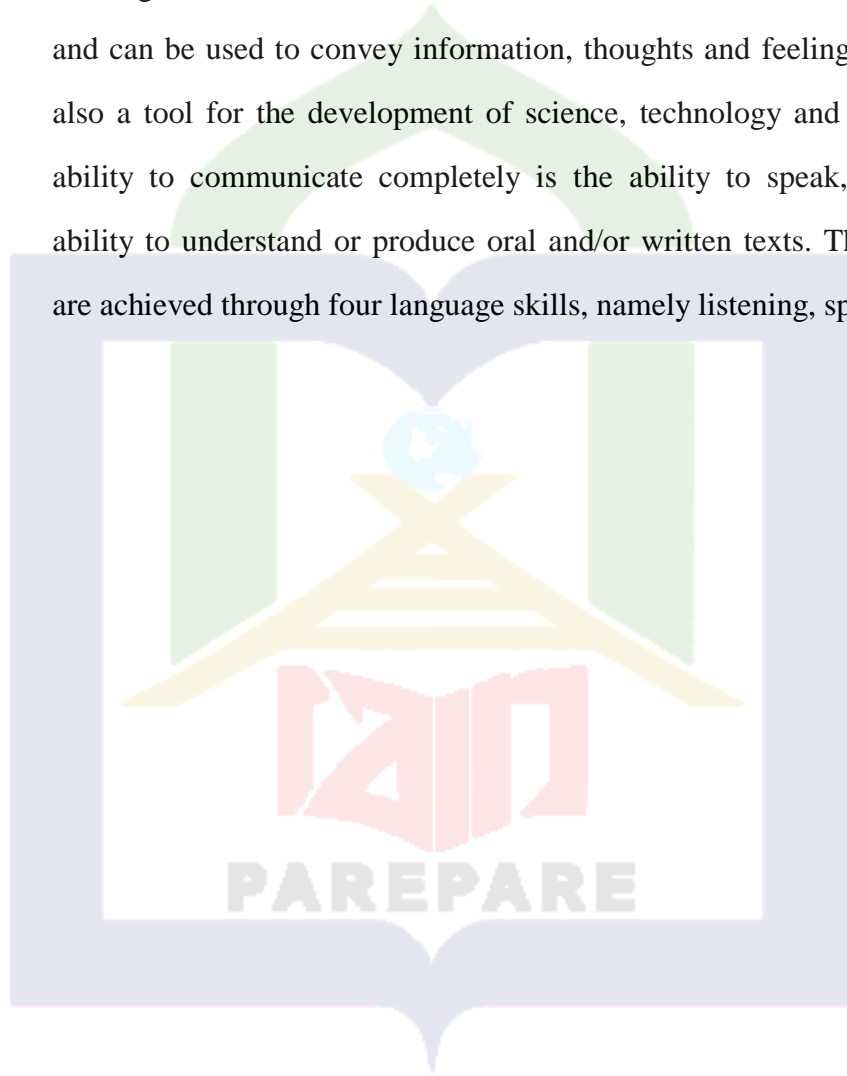
English has become an international language that is spoken almost in all areas of global life. English has also become a world language dominate the era of communication to connect and transfer knowledge across world. This gives the assumption that mastery of the English language is a very important need for modern society today because mastery of English makes it easier for someone to expand interaction in the international world. As Fromkin said, “English has been called ‘the lingua franca of the world’”.⁴⁰

One type and level of secondary education in Indonesia is Sekolah Menengah Kejuruan (SMK). Namely high school, it prepares graduates so that they can directly enter the world of work. In addition to production or vocational subjects, SMK also has general subjects called adaptive and nominal subjects. English is one of the adaptive subjects.

⁴⁰Fromkin, Victoria dan Robert Rodman, An Introduction to Language, (Orlando: Harcourt Brace College Publishers, 1998)

English subject is one of the subjects taught to improve students' language ability. The basic essence of language proficiency is as a means of communication.

English can be used as a means of oral and written communication, and can be used to convey information, thoughts and feelings. English is also a tool for the development of science, technology and culture. The ability to communicate completely is the ability to speak, that is, the ability to understand or produce oral and/or written texts. These abilities are achieved through four language skills, namely listening, speaking,



reading and writing. These four skills are used to respond or create words in people's lives. Therefore, English subjects are designed to develop these skills so that students can communicate in English with a certain level of literacy.

English subjects can officially be taught in primary schools since 1994 as a local content subject. Even though in reality there are elementary schools that have programmed English lessons for their students before that year, especially private schools that are able to provide and the teaching materials⁴¹. Student activities in learning English include all language competencies in the form of listening, speaking, reading, and writing skills. These language skills are presented in an integrated manner, as it happens in our daily lives.

The following is a description of each skill:

1. Listening / listening, for some students this activity is considered difficult because their vocabulary is still very limited. Difficulty they will be helped if what is said by the teacher is accompanied with hand gestures, facial expressions and gestures. Children can focus more on what they are listening to when accompanied by activities that involve them. this convenience will keep them motivated than if they were told to listen and then write what they hear outside the classroom or at home⁴².

⁴¹Kasihani K.E Suyanto, English for Young Learners, (Yogyakarta : Bumi Aksara, 2007),hal.20

⁴²Kasihani K.E Suyanto, English for Young Learners, (Yogyakarta : Bumi Aksara, 2007), hal.

2. Speaking (speaking skills), of all the instincts that children have as young learners of English, the instinct to interact and speak is the most important for learning English. Children usually want to immediately use the language they learn to communicate, in speaking activities, the teacher must pay attention to the purpose of the activity. In controlled activities where the goal is to practice the language learned correctly and prioritize accuracy. The teacher can correct mistakes in real time. In speaking activities that are freer, for example in games, role play and questions and answers, the aim is to encourage students to put forward their ideas and focus on content and not on structure⁴³.
3. Reading (reading skills), in reading activities, students should understand the purpose of these activities, whether their purpose of reading is to understand the essence of the reading or they have to read to get information only. The most important thing from the teacher is to provide signs so that students have a strategy in reading a discourse. General knowledge and vocabulary that is owned and the use of pictures are expected to help children understand the content of a reading. This initial use is the basis which is then added to the learning experience, eventually he will gain new knowledge.

There are several things that help make reading more interesting, including:

- a. Using pictures as tools
- b. Ask questions

- c. Show the title and ask the students to guess it
 - d. Sentences are not too long so as not to confuse students.
4. Writing (writing skills), writing skills is a continuation of previous activities. This activity should be adapted to the age and level of ability of students in using English. Writing is a complex skill because it requires the ability to spell, structure and use vocabulary.

The expected literacy of learning English at SMK is that students can reach the level of communication and information, as they are ready to directly enter the world of work and continue to receive higher education. Aware of the important role of English in human life, both formal and non-formal educational institutions have made various efforts to support learning. These efforts include improving the curriculum, improving the quality of teachers and educational infrastructure.

2. Scope of English Language Skills

The scope of English subjects that must be covered in teaching materials include:

- a. Language action competence is manifested in the mastery of four language skills, namely listening, speaking, reading, and writing.
- b. Linguistic competence which is manifested in the ability to apply and understand elements of grammar, vocabulary, pronunciation, and spelling in the text correctly.
- c. Sociocultural competence embodied in the ability to state messages correctly and acceptably according to the socio-cultural context associated with communication activities carried out, among

others, the ability to choose formal and informal speech in communication activities by considering who is involved in communication, where the communication is carried out, and in to what extent the communication is carried out.

- d. Strategic competence refers to the ability and skills to implement various strategies so that communication can continue to run effectively. For example, the ability to use close terms, paraphrase what is spoken more clearly, and use body language to clarify what is being communicated.
- e. Discourse competence refers to the ability to apply language elements, such as pronouns, conjunctions, to organize text so that it is easier to understand, and to be able to apply conversational structures, such as opening conversations, changing topics in conversation activities.

The five competencies that are used as a reference for the development of this teaching material can be presented explicitly in learning and some are implicitly presented in the activity of using four language skills. In line with the applicable English curriculum, the order of presentation of communication competencies begins with Language Action Competencies.

This shows that the focus in the curriculum is on this competency which is manifested in the four language skills which are presented more explicitly in terms of language elements concerning both linguistic competence and discourse-forming competencies that must be presented clearly so that students master the elements of the language. Like

vocabulary, the spelling, pronunciation, and structure they need to understand the language they are learning. Meanwhile, other competencies, such as sociocultural competence, are presented implicitly. These competencies support language action competencies which lead to the ability to understand oral and written discourse (through listening and reading activities) and produce oral and written discourses (through speaking and writing) that are suggested in the curriculum.

3. Purpose of English Subjects

English is an international language and is used as a means of communication between countries. Therefore, it is hoped that Indonesians can master the language fluently. Considering the importance of English, every formal education institution in Indonesia from elementary school to higher education teaches English subjects.

The purpose of the SMK English subject is to enable students to master basic knowledge and skills to support the ability of professional courses, and to master English language skills and skills for oral and written communication at the intermediate level. Therefore, the method for presenting English learning is a dialogue provided by native English speakers, and real models and examples of English learning are provided in the form of videos showing native English speakers as models and pronunciation examples of each vocabulary new.

The goals of English teaching in the current course include: (1) Develop the ability to communicate in oral and written languages. These abilities include listening (listening), speaking (spoken), reading (reading)

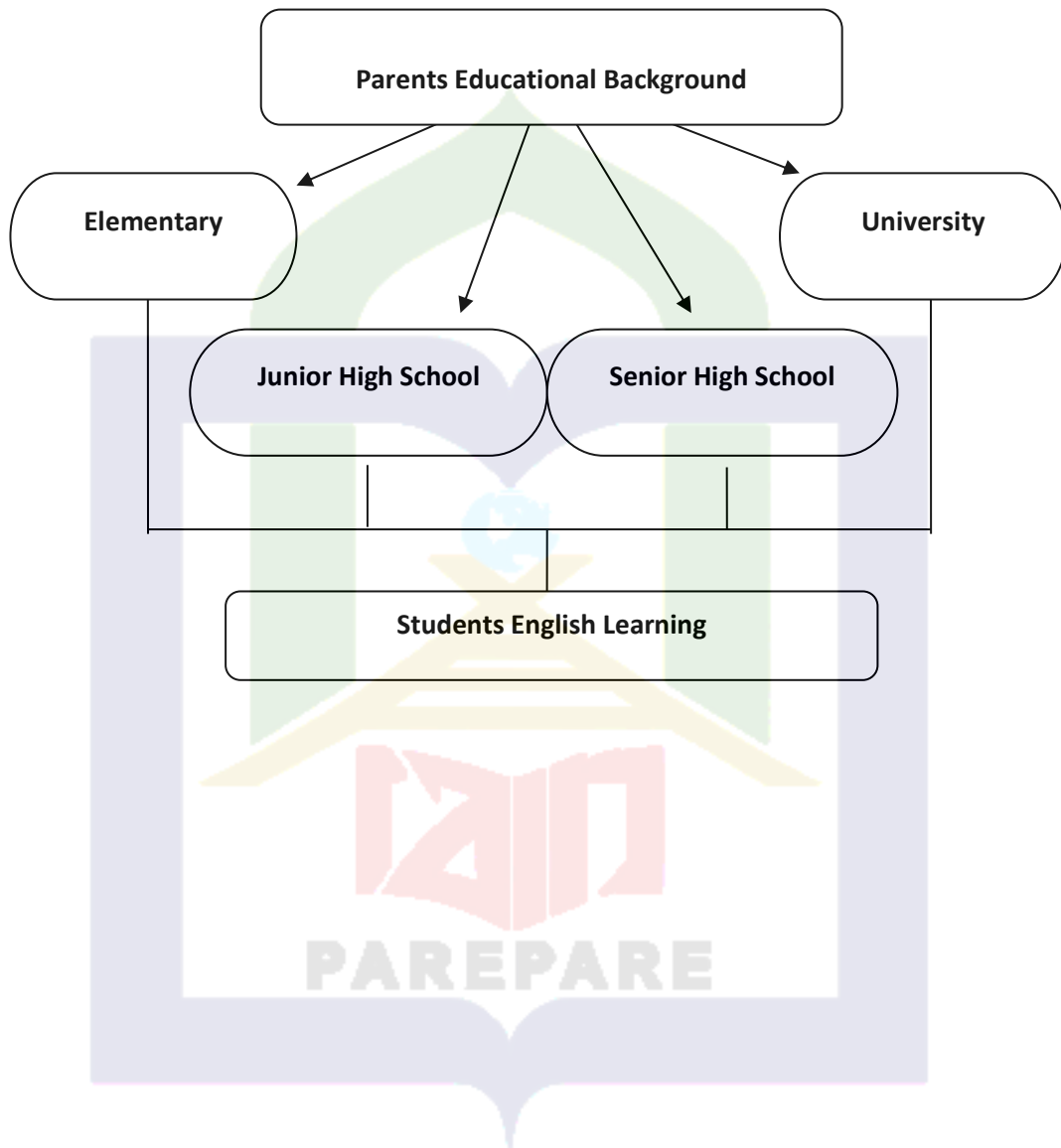
and writing (writing); (2) improve the understanding of the nature and importance of English as a foreign language and become the main learning tool; (3) deepen the understanding of the nature and importance of English as a foreign language; The understanding of the relationship between language and culture broadens cultural horizons.

In summary, the English materials studied at Sekolah Menengah Kejuruan (SMK) level are:

- Various types of text, such as narration, restatement, deception, anecdote, description, report, review, explanation, discussion, expo, news, program, letter, news/memorandum, vacancy, and advertisement/announcement.
- Emoticons, greetings, parting, happiness, boredom, disappointment, attention and communication, congratulations, dedication and others.
- Vocabulary and grammar mastery (grammar) to support 4 kinds of listening, speaking, reading and writing skills.

C. Conceptual Framework

The conceptual review of this research as follow:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research is a research that use quantitative approach that is used to test certain theories by examining the relationship between variables. Researchers use expost facto research methods to describe research empirically with two variables, namely variable X parenteducational background and variable Y students' English learning. Researchers will go directly to the field to get information directly to the research subject. The problem examined in this study is influence of parents' educational background on students' English learning at SMKN 3 Enrekang.

B. Location and Time

This research will be conducted at SMKN 3 Enrekang. The location of this school is on JLN. DR. Ratulangi No.7 Maroangin, Bangkala, Maiwa District, Enrekang Regency, SouthSulawesi Province. In this study. In this research, duration of research would be done for 30 days.

C. Population and Sample

1. Population

The population of this research will be the second grade students of SMKN 3 Enrekang. Based on the researcher observation there are ten classes of the second grade students there. They are class XI Akuntansi, XI TeknikKomputerdanJaringan, XI AgribisnisPerikanan, XI AgribisnisTernakUnggas. The number of the second grade students can be seen on the following table:

Table 3.1: The number of the second grade students of SMKN 3 Enrekang

No	Class	Total
1	XI Akuntansi	40
2	XI TeknikKomputerdanJaringan	21
3	XI AgribisnisPerikanan	11
4	XI AgribisnisTernakUnggas	28
Total Number		100

(Source : Administration of SMKN 3 Enrekang)

2. Sample

In this research will use simple random sampling technique. Simple random sampling technique is sampling where all individuals who are members of the population have the same opportunity and are free to be selected as sample members.⁴⁴ The method used in sampling by simple random sampling is to use the lottery method.⁴⁵

Table 3.2 Distribution of research sample determination.

No	Class	Total	Sample
1	XI Akuntansi	40	9
2	XI TeknikKomputerdanJaringan	21	5

⁴⁴Nana SyaodihSukmadinata, MetodePenelitianPendidikan, Cet. 3, Bandung, PT RemajaRosdakarya, 2007, hlm. 255.

⁴⁵MuchlisYahya, Dasar-dasarPenelitianMetodologidanAplikasi, (Semarang: PT.PustakaRizki Putra, 2010), cet. I, hlm.91.

3	XI Agribisnis Perikanan	11	5
4	XI Agribisnis Ternak Unggas	28	5
Total Number		100	24

D. Instrument of the Research

1. Questionnaire

The success of research is largely determined by the instrument used, because the data needed to answer research questions. The main instrument for data collection in this study was a questionnaire that was formulated and designed based on variable indicators of The Parents of Educational Background on Students English Learning. Denscombe states that a questionnaire is a way of collecting data using a list of questions designed to obtain information.

According to Descombe the questions in the questionnaire are divided into two types, namely open questions, and closed questions. Open-ended questions are short questions that require more elaboration to answer. Meanwhile, closed questions are questions whose answers have been provided and determined by the researcher, participants only choose one of the answers given. Generally, the answer choices consist of the answer "Yes" or "No", "Male" or "Female", and so on.⁴⁶ This study used a closed questionnaire to find out how The Parents of Educational Background on Students English Learning.

2. Documentation

Finally, to get the data of this research, the researcher uses documentation technique. Researchers take and use students' English scores as documentation in

⁴⁶Descombe. M. "A Good Research Guide: For Small Scale Social Research". (London: McGraw Hill, 2007)

completing their research. This documentation technique is used as a complement to the data from the questionnaire that has been carried out.

E. Technique of Data Analysis

Data analysis is the process of selecting, simplifying, focusing, abstracting, organizing data systematically and rationally according to the objectives of the study, and describing the data research using tables as a tool to facilitate interpretation. Then the research data in each of these tables are interpreted (meaning taking) in a narrative form (description) and a conclusion is made. In this study, there are two variables, namely one independent variable and one dependent variable. As for the analysis techniques used, namely:

1. Descriptive statistical analysis

This research uses quantitative types of data expressed by numbers and analyzed using statistical techniques. The data is obtained from the results of a questionnaire on the answers given by respondents. To determine the classification of the conditions for each variable, first the calculation of the length of the interval class is determined. The formula used to calculate the length of the interval class is.

$$\text{Interval class length} = \frac{\text{highest score} - \text{lowest score}}{\text{many interval classes}}$$

After determining the length of the interval, the total value of each item is entered into each interval, so that it can be frequented by each classification. From this frequency, the score obtained is then calculated by the percentage level for further qualification. The formula is used to determine the percentage.

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of Respondents

2. The analysis was continued with regression. Regression analysis was carried out by creating a regression equation. The formula of the regression equation is.

$$Y = a + bX$$

Where:

Y = Dependent variable

X = Independent variable

a = Intercept

b = Regression coefficient

3. Correlation analysis

Correlation analysis using the correlation coefficient test is intended to determine the degree of relationship between variable X (family environment) with variable Y (student interest in learning). Looking for the correlation coefficient between variable X and variable Y using the Product Moment.⁴⁷ Correlation formula as follows:

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

Where:

⁴⁷Descombe. M. "A Good Research Guide: For Small Scale Social Research". (London: McGraw Hill, 2007)P. 228

r_{xy} : Correlation coefficient between variable X and Y

$\sum X$: Number of variables X

$\sum Y$: Number of variables Y

n : Many respondents



CHAPTER IV
FINDINGS AND DISSCUSSION

This chapter present the findings and the discussion of the research about The Influence of Parents Educational Background on Students English Learning at SMKN 3 Enrekang.

A. Findings

1. Parents Educational Background at SMKN 3 Enrekang.

After conducting research, through data collection, distributing questionnaires, the researchers found that the educational background of the parents was as follows:

NO.	Educational Background	Total	Percentage
1	SD/SMP	11	45,83%
2	SMA/SMK	32	133,3%
3	DIPLOMA/S1	5	20,83%

Based on the data above, we can see that the educational background of parents at SMKN 3 Enrekang, especially in the eleventh grade, is different. There are 11 parents who have an elementary/junior high school background, then there are 32 parents who have a high school/vocational education background, while those who have a Diploma/S1 educational background are 5 people.

The following is a detailed description of the educational background of the parents:

Tabel I
Father's formal education certificate

No.	Parent's Education	Frequency	Percentage
1	SD/SMP	3	12,5%

2	SMA/SMK	17	70,9%
3	DIPLOMA/S1	4	16,6%

Based on the table above, 3 people have the last formal education diploma in SD/SMP, 17 SMA/SMK, and 4 S1 people.

Tabel II
Mother's formal education certificate

No.	Parent's Education	Frequency	Percentage
1	SD/SMP	8	33,3%
2	SMA/SMK	15	62,5%
3	DIPLOMA/S1	1	4,2%

Based on the table above, 8 mothers have a formal education diploma in SD/SMP, 15 in SMA, 1 Diploma/S1 person.

B. Discussion

1. Description of Students English Learning at SMKN 3 Enrekang

Table 4.1 Students English Learning at SMKN 3 Enrekang

NO.	STUDENT'S NAME	CLASS	ENGLISH VALUES
1	Kasmawati	XI AK	77
2	Nur Askia	XI AK	78
3	Melda Ayu Safitri	XI AK	83
4	Marwa Lisma	XI AK	81
5	Nurhidayah	XI AK	79
6	Dzakia Nur Rahma	XI TKJ	82
7	Dianti	XI TKJ	82
8	Alya Rahmadani Janwar	XI TKJ	90
9	Nur Fadila	XI TKJ	92
10	Yulianti	XI TKJ	89

11	Wahyudi Basri	XI AP	89
12	Trianjali	XI AP	80
13	Ahmad Hidayat	XI AP	80
14	Kasna	XI AP	87
15	Widia Pratiwi	XI AP	80
16	Pitriani	XI ATU	85
17	Muhtadin Maslan	XI ATU	85
18	Halim	XI ATU	80
19	Nurul Syafiq	XI ATU	85
20	Asmin Rahmat	XI ATU	80
21	Nur Febrianti	XI AK	77
22	Nuraeni	XI AK	77
23	Erapasirah	XI AK	80
24	Aliyah Saskia	XI AK	78

Answers based on a questionnaire that the researcher distributed to peopleparents of students, those who stated that the results of learning English were satisfactory were 15 students' guardians, who stated that they were quite satisfactory as many as 9 students' guardians.

2. The Data Questionare of Students' English Learning

Tabel I

Learning outcomes (grades) of English obtained by class XI

No.	Response	Frequency	Percentage
1	Memuaskan	15	62,5%
2	Cukup	9	37,5%

3	Tidak Memuaskan	-	-
AMOUNT		24	100%

Based on the table above, it can be seen that the parents who stated that the results of learning English were satisfactory were 15 students' guardians, who stated that they were quite satisfactory as many as 9 students' parents. it can be seen that most of the parents who stated that their children's English learning outcomes were satisfactory, not all of them came from high educational backgrounds, so it can be said that parental education did not have much effect on students' English learning outcomes.

Tabel II

The actions of parents if their children can't do their work then ask you

No.	Response	Frequency	Percentage
1	Memarahi	3	12,5%
2	Meminta bantuan pada orang lain	5	20,9%
3	Memberi Jawaban	16	66,6
AMOUNT		24	100%

Based on the table above, it can be seen that when parents are faced with their children who cannot do their work, then ask their parents. It turned out that the answer was 16 guardians and 5 parents who asked for help from others. and who scolded as many as 3 guardians of students. this can happen when there is no openness between children and parents, parents must listen to what the child wants to convey and make time for the child. and scolding children is not a solution when there is something they don't know.

Tabel III

Actions of parents if their children are lazy to study

No.	Response	Frequency	Percentage
1	Memarahi	1	4,2%
2	Melakukan Pendekatan	15	62,5%
3	Memaksa anak agar belajar	8	33,3%
AMOUNT		24	100%

Based on the table above, it can be seen what parents do if their children are lazy to study. It turned out that 15 guardians of students approached their children, 8 guardians of students who forced their children to study and 1 guardian of students who scolded their children if they were lazy to study. people know they have full responsibility for their children. parents should take an approach so that their children can like what they are doing. Indirectly, parents will add interest in children, children will be more interested when they get support from both parents.

Tabel IV

Efforts by parents to keep their children enthusiastic about learning

No.	Response	Frequency	Percentage
1	Membuat Jadwal Belajar	10	41,6%
2	Memberikan Hadiah	12	50%
3	Memarahi Jika Tidak Benar	2	8,4%
AMOUNT		24	100%

Based on the table above, it can be seen that what parents do to keep their children enthusiastic about learning. It turns out that the answer is to make a study schedule for their child as many as 10 guardians and give prizes if their child excels

as many as 12 guardians, while those who scold their children do not study as much as 2 parents. One of the effects of a child's lack of interest in learning is because there is no support from parents, they become indifferent. One form of support from parents can be like giving gifts, giving little attention, for example, making a study schedule so that the child feels cared for. as said by Drs. Bawani in his book entitled "Aspects of Islamic Education" explains that motivation is an inner state in which a person encourages people to carry out certain activities to achieve a goal. Motivation is also a form of variation in learning to avoid boredom.

Table V

Does your child often get achievement in learning English at school

No.	Response	Frequency	Percentage
1	Ya	19	79,16%
2	Tidak	5	20,84%
AMOUNT		24	100%

Based on the table above, it can be seen that there are only 19 students in class XI who get achievement in learning English at school and 5 children who do not. If seen from the table, most of the parents answered that their children got achievement in learning English at school, it proves that the educational background of parents does not have such a big influence on student achievement. The achievements they get may be because they do have more abilities and they explore what they are doing so that they have achievements, support from both parents, motivation, and interest also affect the achievements they get.

Table VI
Expected Percentage Calculation

NO	Pengaruh Latar Belakang Pendidikan Orang tua	Nilai Raport Bahasa Inggris Anak		
		Tinggi	Sedang	Rendah
1	Pendidikan Dasar	√		
2	Pendidikan Menengah	√		
3	Pendidikan Tinggi	√		

Basic on the table above, we can conclude that the achievement or report cards. especially students' English scores, do not have an influence on the level of educational background of both parents. This can be seen in the table above where parents who have a basic education background (SD/SMP) their children still have high English values, as well as parents who have a secondary education background (SMA/SMK). And then the parents who have a higher education background (DIPLOMA/S1) their children also have high scores.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter deal with the conclusion of the research findings as the answer of the research question. Some suggestion are given to the future research and other researchers who are probably interest in investigating the same topic in different aspect of this study.

A. Conclusion

Based on the results of the research above, the researcher can conclude that there is an influence of parents' educational background on students' English learning at SMKN 3 Enrekang. Then the following conclusions can be drawn:

1. The educational background of the parents of class XI students of SMKN 3 Enrekang is different. There are Elementary schools (SD/SMP), Senior high schools, and there are also diplomas/ S1 education.
2. The level of parents educational background doesn't really influence the students' English learning outcomes.

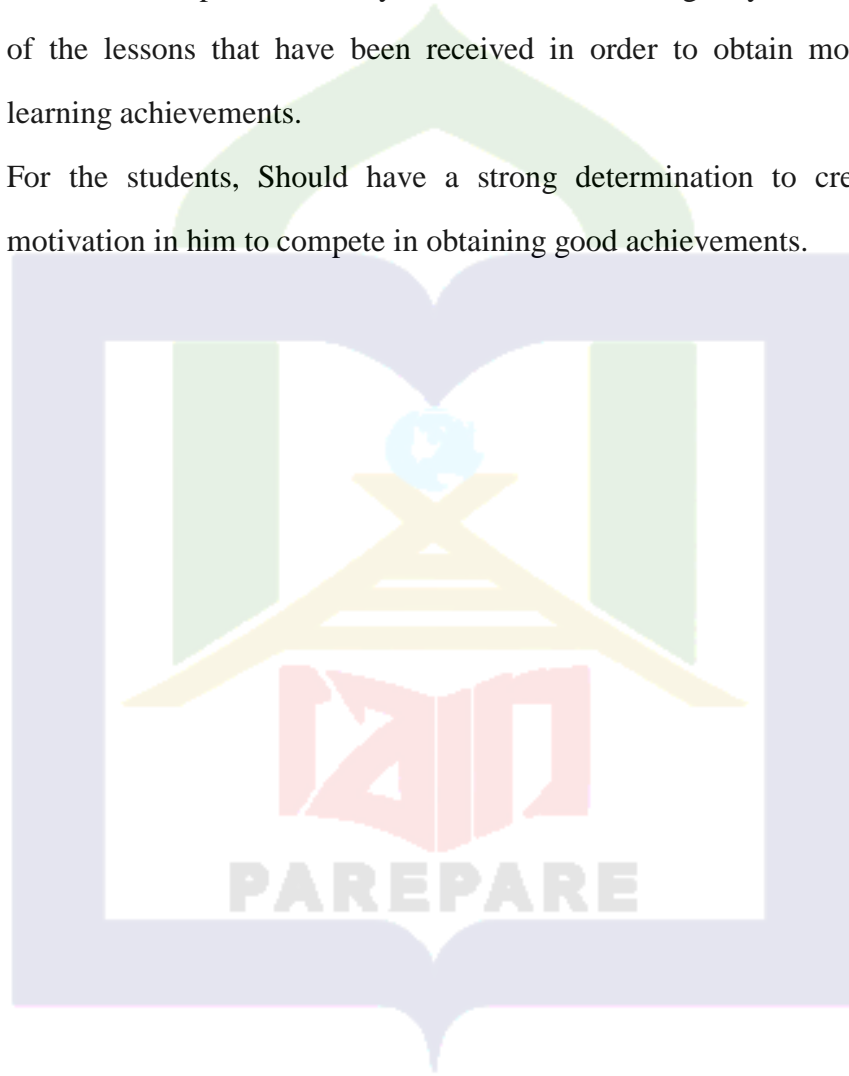
B. Suggestions

Based on the results of this study, researchers have found several important results that should be of concern to all groups; for parents, for schools, for further researchers to improve the quality of education in schools. In connection with the above, the researchers can provide suggestions as follows:

1. For the parents, to increase attention to the development of their children by controlling school hours and what is important is to provide spiritual encouragement as a strong motivation, provide information on guidance, treatment, opportunities, direct and create a good environment given to their

children. , as well as to foster children's self-confidence so that they can achieve optimally.

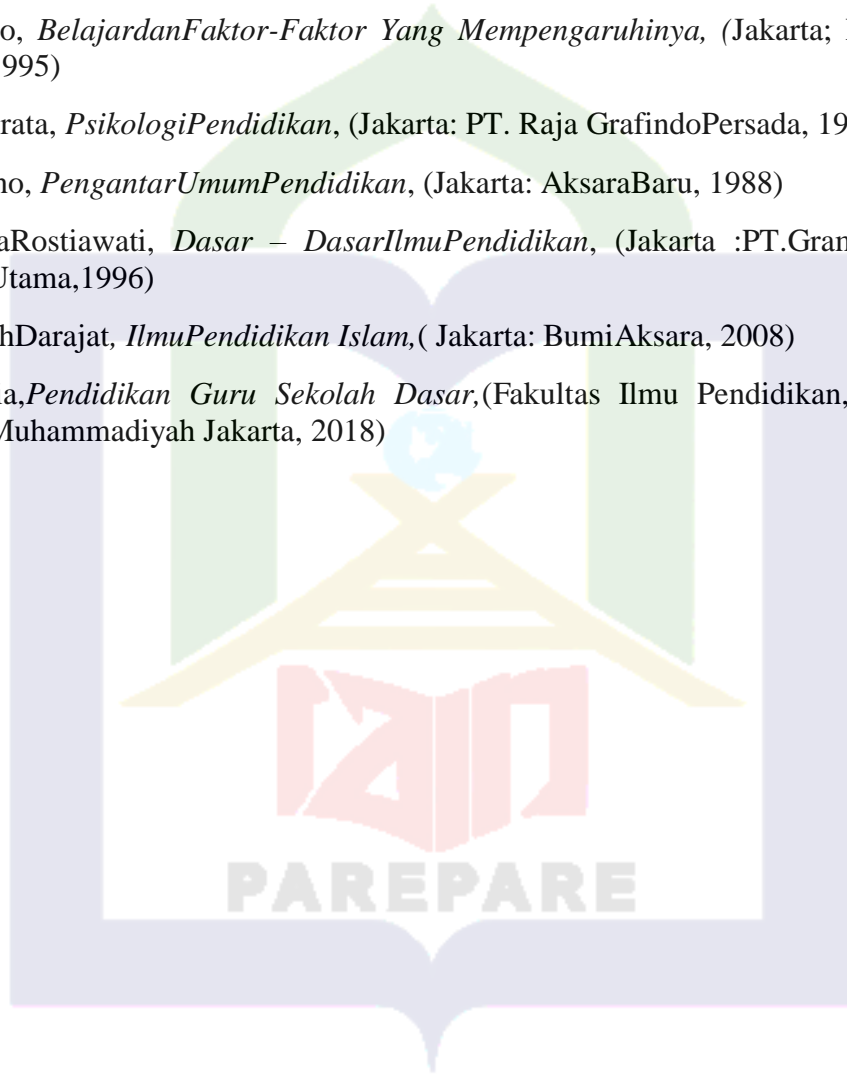
2. For the teacher, Teachers should always improve the quality of their students in order to deepen their study of textbooks, and diligently review the content of the lessons that have been received in order to obtain more satisfying learning achievements.
3. For the students, Should have a strong determination to create learning motivation in him to compete in obtaining good achievements.



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Tabel Validity Test Results

Nonparametric Correlations

		Correlations								
		x1	x2	x3	x4	x5	x6	x7	Total	
Spearman's rho	x1	Correlation	1,000	-,001	-,101	-,006	,364*	-,059	,222	,373*
		Coefficient								
		Sig. (1-tailed)	.	,499	,319	,489	,040	,391	,148	,036
		N	24	24	24	24	24	24	24	24
	x2	Correlation	-,001	1,000	,212	,237	-,137	,226	,297	,409*
		Coefficient								
		Sig. (1-tailed)	,499	.	,159	,132	,262	,144	,079	,024
		N	24	24	24	24	24	24	24	24
	x3	Correlation	-,101	,212	1,000	,209	-,088	,333	,450*	,507**
		Coefficient								
		Sig. (1-tailed)	,319	,159	.	,164	,341	,056	,014	,006
		N	24	24	24	24	24	24	24	24
	x4	Correlation	-,006	,237	,209	1,000	,176	,279	,089	,619**
		Coefficient								
		Sig. (1-tailed)	,489	,132	,164	.	,205	,093	,340	,001
		N	24	24	24	24	24	24	24	24
	x5	Correlation	,364*	-,137	-,088	,176	1,000	-,171	,210	,430*
		Coefficient								
		Sig. (1-tailed)	,040	,262	,341	,205	.	,211	,163	,018
		N	24	24	24	24	24	24	24	24
	x6	Correlation	-,059	,226	,333	,279	-,171	1,000	-,132	,483**
Coefficient										
Sig. (1-tailed)		,391	,144	,056	,093	,211	.	,269	,008	
	N	24	24	24	24	24	24	24	24	
x7	Correlation	,222	,297	,450*	,089	,210	-,132	1,000	,552**	
	Coefficient									
	Sig. (1-tailed)	,148	,079	,014	,340	,163	,269	.	,003	
	N	24	24	24	24	24	24	24	24	

	Correlation Coefficient	,373*	,409*	,507**	,619**	,430*	,483**	,552**	1,000
Total	Sig. (1-tailed)	,036	,024	,006	,001	,018	,008	,003	.
	N	24	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (1-tailed).

** . Correlation is significant at the 0.01 level (1-tailed).

Table Instrument Reliability

Case Processing Summary

		N	%
Cases	Valid	24	100,0
	Excluded ^a	0	,0
	Total	24	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,485	7

Regression

Table Linear Regression Test

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	X5, X1, X2, X3, X4 ^b	.	Enter

a. Dependent Variable: Y

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,615 ^a	,379	,206	3,956

a. Predictors: (Constant), X5, X1, X2, X3, X4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171,602	5	34,320	2,193	,100 ^b
	Residual	281,732	18	15,652		
	Total	453,333	23			

a. Dependent Variable: Y

b. Predictors: (Constant), X5, X1, X2, X3, X4

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67,509	5,989		11,273	,000
	X1	,134	1,609	,017	,083	,934
	X2	4,203	1,580	,521	2,661	,016
	X3	-,903	1,260	-,147	-,716	,483
	X4	3,035	1,559	,399	1,947	,067
	X5	,756	1,370	,111	,551	,588

a. Dependent Variable: Y

PAREPARE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax.

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : DIAN SAPITRI
NIM : 17.1300.117
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE INFLUENCE OF PARENTS EDUCATIONAL
BACKGROUND ON STUDENTS ENGLISH
LEARNING AT SMKN 3 ENREKANG

Identitas Diri

Nama :

Kelas :

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/ Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternative jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden: Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran Bahasa Inggris yang diperoleh anak anda di kelas XI ini?

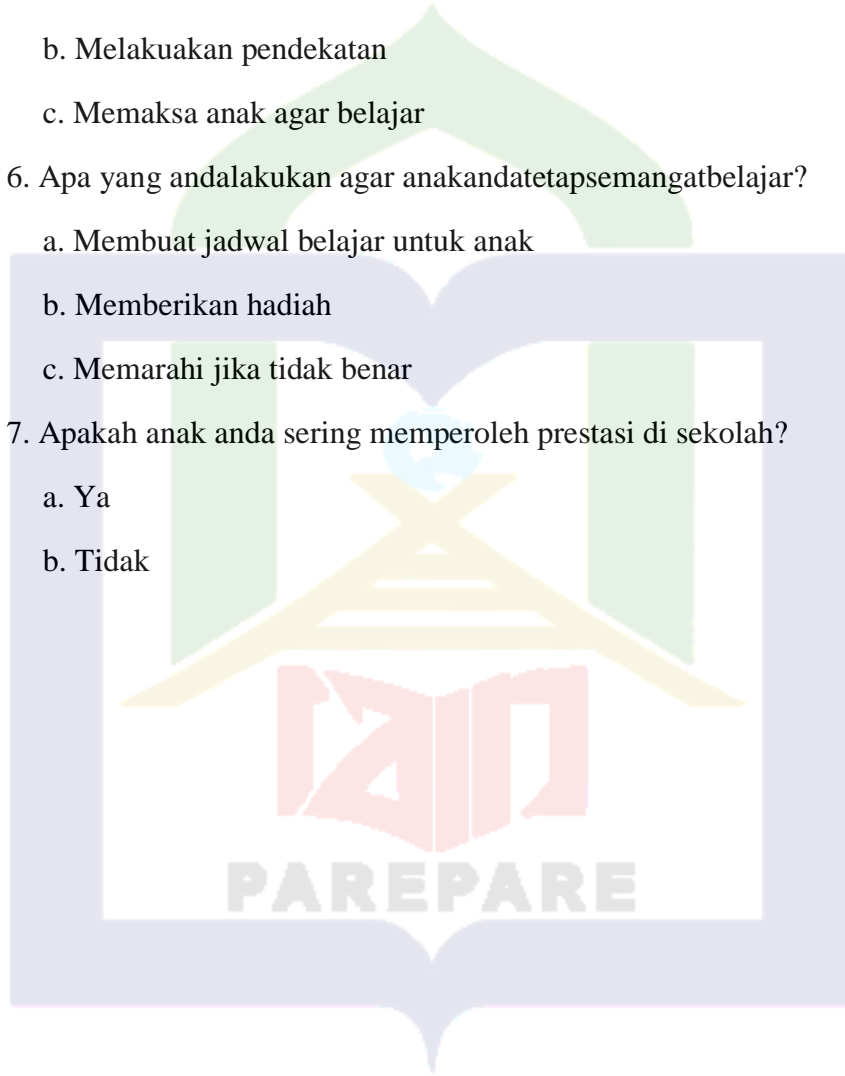
- a. Memuaskan
- b. Cukup
- c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada ada?

- a. Memarahi

- b. Meminta bantuan pada orang lain
 - c. Memberikan jawaban
5. Apa yang anda lakukan jika anak anda malas belajar?
- a. Memarahi
 - b. Melakukan pendekatan
 - c. Memaksa anak agar belajar
6. Apa yang anda lakukan agar anak anda tetap semangat belajar?
- a. Membuat jadwal belajar untuk anak
 - b. Memberikan hadiah
 - c. Memarahi jika tidak benar
7. Apakah anak anda sering memperoleh prestasi di sekolah?
- a. Ya
 - b. Tidak





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax.
(0421) 24404

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Parepare, 26 Oktober 2021

Mengetahui,

Pembimbing Utama

Dra. Hj. Nanning, M.Pd
NIP. 196805232000032005

Pembimbing Pendamping

Drs. Amzah Salle, M.Pd
NIP. 196712312003121011

IAIN
PAREPARE

Dftar Angket

Identitas Diri

Nama : DIANTI

Kelas : XI TKJ B

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP ✓
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP

- b. SMA/SMK ✓
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas XI ini?
- a. Memuaskan
 - b. Cukup ✓
 - c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?
- a. Memarahi
 - b. Meminta bantuan pada orang lain ✓
 - c. Membiarkan
5. Apa yang anda lakukan jika anak anda malas belajar?
- a. Memarahi
 - b. Melakukan pendekatan ✓
 - c. Memaksa anak agar belajar
6. Apa yang anda lakukan agar anak anda tetap semangat belajar?
- a. Membuat jadwal belajar untuk anak ✓
 - b. Memberikan hadiah
 - c. Memarahi jika tidak benar
7. Apakah anak anda sering memperoleh prestasi di sekolah?
- a. Ya ✓
 - b. Tidak

Dftar Angket

Identitas Diri

Nama : MUHTADIN MASLAN

Kelas : XI ATU

Jeng dan jeng dudu hanti hanti dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keribasan Bapak/Ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- SD/SMP
- SMA/SMK
- Tamat Diploma/S1
- Tamat Diploma/S2
- Tamat Diploma/S3

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- SD/SMP

- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas XI ini?
- a. Memuaskan
 - b. Cukup
 - c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?
- a. Memarahi
 - b. Meminta bantuan pada orang lain
 - c. Membiarkan
5. Apa yang anda lakukan jika anak anda malas belajar?
- a. Memarahi
 - b. Melakukan pendekatan
 - c. Memaksa anak agar belajar
6. Apa yang anda lakukan agar anak anda tetap semangat belajar?
- a. Membuat jadwal belajar untuk anak
 - b. Memberikan hadiah
 - c. Memarahi jika tidak benar
7. Apakah anak anda sering memperoleh prestasi di sekolah?
- a. Ya
 - b. Tidak

Daftar Angket

Identitas Diri

Nama : Waluyudi Basri

Kelas : XI AP

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP

- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas XI ini?
- a. Memuaskan
 - b. Cukup
 - c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?
- a. Memarahi
 - b. Meminta bantuan pada orang lain
 - c. Membiarkan
5. Apa yang anda lakukan jika anak anda malas belajar?
- a. Memarahi
 - b. Melakuakan pendekatan
 - c. Memaksa anak agar belajar
6. Apa yang anda lakukan agar anak anda tetap semangat belajar?
- a. Membuat jadwal belajar untuk anak
 - b. Memberikan hadiah
 - c. Memarahi jika tidak benar
7. Apakah anak anda sering memperoleh prestasi di sekolah?
- a. Ya
 - b. Tidak

Dftar Angket

Identitas Diri

Nama : MURFADILA

Kelas : XI (K)

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas kerkhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- SD/SMP
- SMA/SMK
- Tamat Diploma/S1
- Tamat Diploma/S2

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- SD/SMP
- SMA/SMK
- Tamat Diploma/S1

d. Lamar Diploma S?

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa Inggris yang diperoleh anak anda dikelas II ini?

- a. Memuaskan
- b. Cukup
- c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?

- a. Memarahi
- b. Meminta bantuan pada orang lain
- c. Membiarkan

5. Apa yang anda lakukan jika anak anda malas belajar?

- a. Memarahi
- b. Melakukan pendekatan
- c. Memaksa anak agar belajar

6. Apa yang anda lakukan agar anak anda tetap semangat belajar?

- a. Membuat jadwal belajar untuk anak
- b. Memberikan hadiah
- c. Memarahi jika tidak benar

7. Apakah anak anda sering memperoleh prestasi di sekolah?

- a. Ya
- b. Tidak

Dftar Angket

Identitas Diri

Nama : Atya Rahmadani Januar

Kelas : XI TKJ

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1

d. Tamat Diploma/S2

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas II ini?
- a. Memuaskan
 - b. Cukup
 - c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?
- a. Memarahi
 - b. Meminta bantuan pada orang lain
 - c. Membiarkan
5. Apa yang anda lakukan jika anak anda malas belajar?
- a. Memarahi
 - b. Melakukan pendekatan
 - c. Memaksa anak agar belajar
6. Apa yang anda lakukan agar anak anda tetap semangat belajar?
- a. Membuat jadwal belajar untuk anak
 - b. Memberikan hadiah
 - c. Memarahi jika tidak benar
7. Apakah anak anda sering memperoleh prestasi di sekolah?
- a. Ya
 - b. Tidak

Dftar Angket**Identitas Diri**

Nama : *Asyraf Mubti*

Kelas : *XI AK*

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1

d. Tamat Diploma/S2

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas II ini?

- a. Memuaskan
- b. Cukup
- c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?

- a. Memarahi
- b. Meminta bantuan pada orang lain
- c. Membiarkan

5. Apa yang anda lakukan jika anak anda malas belajar?

- a. Memarahi
- b. Melakukan pendekatan
- c. Memaksa anak agar belajar

6. Apa yang anda lakukan agar anak anda tetap semangat belajar?

- a. Membuat jadwal belajar untuk anak
- b. Memberikan hadiah
- c. Memarahi jika tidak benar

7. Apakah anak anda sering memperoleh prestasi di sekolah?

- a. Ya
- b. Tidak

Dftar Angket**Identitas Diri**

Nama : *Нугчени*

Kelas : *XI AK*

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1

d. Tamat Diploma/S2

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas II ini?

- a. Memuaskan
- b. Cukup
- c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?

- a. Memarahi
- b. Meminta bantuan pada orang lain
- c. Membiarkan

5. Apa yang anda lakukan jika anak anda malas belajar?

- a. Memarahi
- b. Melakukan pendekatan
- c. Memaksa anak agar belajar

6. Apa yang anda lakukan agar anak anda tetap semangat belajar?

- a. Membuat jadwal belajar untuk anak
- b. Memberikan hadiah
- c. Memarahi jika tidak benar

7. Apakah anak anda sering memperoleh prestasi di sekolah?

- a. Ya
- b. Tidak

Daftar Angket

Identitas Diri

Nama : NURHIDAYAH

Kelas : XI AKUNTANSI

Dengan kerendahan hati dan sangat hormat, saya mengharapkan Bapak/Ibu berkenan mengisi angket ini untuk kepentingan penelitian.

Atas keikhlasan Bapak/ibu mengisi angket ini saya sampaikan terima kasih sebesar-besarnya.

I. Petunjuk dalam pengisian angket ini adalah sebagai berikut:

- a. Mohon dibaca dengan baik setiap pernyataan dan alternatif jawabannya.
- b. Lingkarilah salah satu jawaban yang sesuai dengan pernyataan.
- c. Kami mengharapkan setiap pernyataan dapat diisi sesuai dengan keadaan sebenarnya.

II. Pertanyaan

Responden : Orang tua siswa kelas XI SMKN 3 Enrekang

A. Tingkat Pendidikan Orang Tua

1. Ijazah pendidikan formal apakah yang bapak peroleh?

- a. SD/SMP
- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

2. Ijazah pendidikan formal apakah yang ibu peroleh?

- a. SD/SMP

- b. SMA/SMK
- c. Tamat Diploma/S1
- d. Tamat Diploma/S2
- e. Tamat Diploma/S3

B. Prestasi Belajar Siswa

3. Bagaimana hasil pembelajaran bahasa inggris yang diperoleh anak anda dikelas XI ini?

- a. Memuaskan
- b. Cukup
- c. Tidak Memuaskan

C. Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Prestasi Belajar

4. Apa yang anda lakukan jika anak anda tidak bisa mengerjakan tugasnya dan menanyakan pada anda?

- a. Memarahi
- b. Meminta bantuan pada orang lain
- c. Membiarkan

5. Apa yang anda lakukan jika anak anda malas belajar?

- a. Memarahi
- b. Melakukan pendekatan
- c. Memaksa anak agar belajar

6. Apa yang anda lakukan agar anak anda tetap semangat belajar?

- a. Membuat jadwal belajar untuk anak
- b. Memberikan hadiah
- c. Memarahi jika tidak benar

7. Apakah anak anda sering memperoleh prestasi di sekolah?

- a. Ya
- b. Tidak

FORMAT IMPORT NILAI PENGETAHUAN KELAS XI AP

Mata Pelajaran Bahasa Inggris

Kelas : XI AP

No	NIS	NISN	Nama Siswa	Jenis Penilaian	No. KD	Nilai
1	0320001	0052358537	AHMAD HIDAYAT	PAS ; PAS	3.2	80
2	0320002	0045997497	ALFI SYAHRI	PAS ; PAS	3.2	80
3	0320011	0045958308	ANDI WAFIQ KHAIRIL AL HIDAYAT	PAS ; PAS	3.2	80
4	0320005	0014023187	FIRMAN	PAS ; PAS	3.2	80
5	0320003	0052113406	Ilyas	PAS ; PAS	3.2	80
6	0320004	9529535426	KASNA	PAS ; PAS	3.2	87
7	0320006	0048772793	SULASTRI DWI NINGSI	PAS ; PAS	3.2	80
8	0320007	0031624806	SUMARNI	PAS ; PAS	3.2	80
9	0320008	0045876351	Trianjuli	PAS ; PAS	3.2	80
10	0320009	0046058886	Wahyudi Basri	PAS ; PAS	3.2	89
11	0320010	0053219239	Widia Pratiwi	PAS ; PAS	3.2	80



FORMAT IMPORT NILAI KETERAMPILAN KELAS XI TKJ

Mata Pelajaran Bahasa Inggris

Kelas : XI TKJ B

No	NIS	NISN	Nama Siswa	Jenis Penilaian	No. KD	Nilai
1	0120025	0052552615	ABD JABBAR	P. 2 ; P2	4.2	80
2	0120027	0048339810	ALYA RAMADHANI JANWAR	P. 2 ; P2	4.2	90
3	0120028	0045917995	DIANTI	P. 2 ; P2	4.2	82
4	0120029	0052552614	DWI MACHARANI	P. 2 ; P2	4.2	85
5	0120030	0051933956	DZAKIA NUR RAHMA	P. 2 ; P2	4.2	82
6	0120031	0052390795	Firmansyah	P. 2 ; P2	4.2	80
7	0120032	0034830125	HARIANI	P. 2 ; P2	4.2	80
8	0120035	0046102475	MARDIANTO	P. 2 ; P2	4.2	80
9	0120036	0034996486	MUH. RIZAL	P. 2 ; P2	4.2	80
10	0120037	0034854803	Muhammad Asri	P. 2 ; P2	4.2	80
11	0120038	0040479604	MUHAMMAD JONI	P. 2 ; P2	4.2	80
12	0120039	0030040058	MUHAMMAD NURHAN	P. 2 ; P2	4.2	80
13	0120040	0057228901	Nur Fadila	P. 2 ; P2	4.2	92
14	0120048	0045615075	Nurul Syafika	P. 2 ; P2	4.2	80
15	0120041	0068862406	RAHMAN	P. 2 ; P2	4.2	80
16	0120042	0045876634	Risdayanti	P. 2 ; P2	4.2	80
17	0120043	0045577317	Riswan	P. 2 ; P2	4.2	80
18	0120044	0045875829	Riswandi	P. 2 ; P2	4.2	80
19	0120045	0039813738	YULIANTI	P. 2 ; P2	4.2	89
20	0120046	0059539104	Yuliono	P. 2 ; P2	4.2	80
21	0120047	0056178484	ZULKARNAIM	P. 2 ; P2	4.2	80

PAREPARE

FORMAT IMPORT NILAI KETERAMPILAN KELAS XI ATU

Mata Pelajaran Bahasa Inggris

Kelas : XI ATU

No	NIS	NISN	Nama Siswa	Jenis Penilaian	No. KD	Nilai
1	0220028	0001291011	Adam	P. 2 ; P2	4.2	80
2	0220001	0051933951	Ahmad Fahril	P. 2 ; P2	4.2	80
3	0220002	0048381694	ANDI ANUGGRA	P. 2 ; P2	4.2	80
4	0220003	0052358274	ARHAM SAPUTRA	P. 2 ; P2	4.2	80
5	0220004	0047233367	ARMAN	P. 2 ; P2	4.2	80
6	0220005	0041880592	Asmin Rahmat	P. 2 ; P2	4.2	80
7	0220006	0058088735	Atha Hilmy Pratama	P. 2 ; P2	4.2	80
8	0220007	0040559145	ERWIN SAPUTRA	P. 2 ; P2	4.2	80
9	0220008	3048819918	FADLAN	P. 2 ; P2	4.2	80
10	0220009	0028661101	Faisal	P. 2 ; P2	4.2	80
11	0220010	0051933955	Fajar Alamsyah	P. 2 ; P2	4.2	80
12	0220011	0040413050	HALIM	P. 2 ; P2	4.2	80
13	0220012	0039684940	Irsal Munawar	P. 2 ; P2	4.2	80
14	0220027	0049634743	IRWAN	P. 2 ; P2	4.2	80
15	0220013	0045072707	ISRA MIRAJ	P. 2 ; P2	4.2	85
16	0220014	0052471563	LUTFI IRGI AHMAD FAHREZY	P. 2 ; P2	4.2	80
17	0220015	0049341639	MUH MAULID ASIS	P. 2 ; P2	4.2	80
18	0220019	0033700350	Muh Zulkifli	P. 2 ; P2	4.2	80
19	0220016	0040555812	MUHAMMAD AKBAR	P. 2 ; P2	4.2	80
20	0220017	0040555816	Muhammad Al Farizal	P. 2 ; P2	4.2	80
21	0220018	0054450202	Muhammad Rifal	P. 2 ; P2	4.2	80
22	0220020	0040732345	MUHTADIN MASLAN	P. 2 ; P2	4.2	85
23	0220021	0053365657	Nia Sartika Putri	P. 2 ; P2	4.2	80
24	0220022	0052808243	NUR SYAFIQA	P. 2 ; P2	4.2	85
25	0220023	0041014527	Pitriani	P. 2 ; P2	4.2	85
26	0220024	0044754889	REFI HARDIAN PURNAMA	P. 2 ; P2	4.2	80
27	0220025	0046058879	SUGIYANTO	P. 2 ; P2	4.2	80
28	0220026	0052298350	Wahyuni	P. 2 ; P2	4.2	80

PAREPARE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.3820/In.39.5.1/PP.00.9/12/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,
Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Dian Sapitri
Tempat/Tgl. Lahir : Maroangin, 20 Agustus 1999
NIM : 17.1300.117
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Maroangin, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul:

“The Influence Of Parents Educational Background On Students English Learning At SMKN 3 Enrekang”

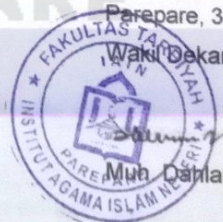
Pelaksanaan penelitian ini direncanakan pada Desember Tahun 2021 s/d Januari Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 30 Desember 2021

Wakil Dekan I,

Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 25158/S.01/PTSP/2022
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.3820/In.39.5.1/PP.00.9/12/2021 tanggal 30 Desember 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : DIAN SAPITRI
Nomor Pokok : 17 1300 117
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Amal Bakti No. 8 Soraeng, Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE INFLUENCE OF PARENTS EDUCATIONAL BACKGROUND ON STUDENTS ENGLISH LEARNING AT SMKN 3 ENREKANG "

Yang akan dilaksanakan dari : Tgl. 06 Januari s/d 06 Februari 2022


Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 06 Januari 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu


Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth
1. Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal*.

SIMAP PTSP 06-01-2022



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 3 ENREKANG**

NSS :411191620469 NPSN :40316702

Alamat : Jl. Dr. Ramlangi No. 7 Maroangin Kec. Maiwa, Kab. Enrekang Sulawesi Selatan
Kode Pos. 91761 Tlp. 0421-3681111 / Fax. E-Mail smkn3enrekang@yahoo.co.id

SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 421.3/013/UPT-SMKN.3/EKG/DISDIK

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 3 Enrekang di Maroangin Kabupaten Enrekang Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : DIAN SAPITRI
Nomor Pokok : 17 1300 117
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Parepare

Benar yang tersebut namanya diatas telah melakukan Penelitian di SMK Negeri 3 Enrekang dari Tanggal, 06 Januari s/d 06 Februari 2022, dengan judul **"THE INFLUENCE OF PARENTS EDUCATIONAL BACKGROUND ON STUDENTS ENGLISH LEARNING AT SMKN 3 ENREKANG"**

Demikian surat keterangan penelitian ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Maroangin, 14 Februari 2022

Kepala Sekolah



HASDAR, S.Pd., M.Pd

NIP.19730909 200003 1 007





CURRICULUM VITAE



DIAN SAPITRI, was born in Maroangin, Maiwa District, Enrekang Regency, on August 20, 1999. The eldest of three children from the father of Anton and mother of Intan. The author is Indonesian and Muslim. The author's educational history, namely completing elementary school education (SD) in 2012 at SDN 004 Bunyu Elementary School. After graduating, the author continued his junior high school education at Mts.

Maiwa State and finished in 2014. After that the author continued his education at the State Islamic Institute (IAIN) Parepare by majoring in English Education, Faculty of Tarbiyah in 2017, the author succeeded in compiling and completing a thesis entitled “The Influence of Parents Educational Background on students english learning at SMKN 3 Enrekang”.

