

**THE CORRELATION BETWEEN PARENTAL SUPPORT, LEARNING  
MOTIVATION TOWARDS STUDENTS' ENGLISH LEARNING  
ACHIEVEMENT AMONG INDONESIAN LANGUAGE EDUCATION  
STUDENTS AT FKIP TRIDINANTI UNIVERSITY PALEMBANG**

**A Thesis by**

**RAHMAT PRIMAJAYA**

**Student's Number 2204410003.P**

**English Education Study Program**

**Faculty of Teacher Training Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI PALEMBANG**

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**Approved by**

**Advisor 1**



**Nita Ria, S.Pd., M.Pd.**  
**NIDN 0208108402**

**Advisor 2**



**Jenny Elvina Manurung, M.Pd.**  
**NIDN 0222018302**

**Certified by**

**Dean of Faculty of**

**Teacher Training and Education**



**Nyayu Lulu Nadva, M.Pd**

**NIDN 0209058702**

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**EXAMINER'S LEGITIMACY**

**Name : RAHMAT PRIMAJAYA**  
**Student's Number : 2204410003.P**

**This thesis was defended by the writer is the Final Program Examination and  
was approved by the examination committees on:**

**Day : Thursday**  
**Date : July, 16<sup>th</sup> 2026**

**Examination Committees**

**Signature/Date**

**Jenny Elvina Manurung, M.Pd.**  
**Chair Person**

.....

**Nita Ria, S.Pd., M.Pd.**  
**Member**

.....

**Dr. Darmawan Budiyo, M.Pd.**  
**Member**

.....

**Palembang,**  
**Dean of Faculty of Teacher**  
**Training and Education,**



**Nyayu Lulu Nadya, M.Pd.**  
**NIDN 0209058702**

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah hasil pengamatan, penelitian, pengelolaan, serta pemikiran Saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang Saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 2026  
Mahasiswa



Rahmat Primajaya  
Npm.2204410003.P

## ABSTRACT

The objectives of this study were to find out whether or not there was any significant between parental support and learning motivation toward students' English learning achievement. The aim of this research was to determine whether there was a correlation between parental support and learning motivation towards students' English learning achievement of students at Tridinanti University Palembang. There are 67 Indonesian language students chosen as the sample by using random sampling techniques. The correlational method applies to this research. The data is collected by Questionnaires and reading test. To analyze the data, researcher uses Kolmogorov-Smirnov normality test, Pearson Product Moment for correlation analysis, with SPSS version 22. The correlation between the significance coefficients of Parental Support shows the mean value of students' Parental Support was 46,97, the minimum score was 23, the maximum score was 80, and the standard deviation was 15,01. Also the mean score for Learning Motivation was 58,31, the minimum score was 30, the maximum score was 79, and then the standard deviation was 10,28. Regarding the students' English Achievement results, the maximum score was 76, and the minimum score was 26, the mean was 54,99, with a standard deviation of 11,59. In conclusion, those results also involved the fact that there is an insignificant relationship between the correlation between parental support, learning motivation and students' learning achievement.

**Keywords:** *Correlation, Parental Support, Learning Motivation, English Achievement, reading skill*

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

English is an international language and a *lingua franca* in 21st Century, Crystal (2019) mentions that everyone in any parts in the world used it as the medium of communication for various uses such as education, diplomacy, science and technology. According to British Council (2018), over two billion people worldwide are learning English, make it the most studied foreign language in entire world. As globalization peaks, the need of English as the way to reach to the world become essential, some countries even utilized it as second language. English became a compulsory subject to study for school, the skill of English was crucial to prepare students for global challenge, and to compete in international workforce. There are four skills that they should master. They were listening, speaking, reading and writing.

Indonesian scholars agreed that English played an indispensable role globally, that is why Indonesia adopted it as well. Making it the most important foreign language to learn, and taught not only on formal, but informal education as well. English is a subject that could be learn as early as Elementary School, then it became mandatory once entering Junior High School. But as the second, could be the third language or more for some people. English as the foreign language might not come into everyone interest. According to a data by Pusat Penilaian Pendidikan in 2019, the average score of the English test for National Examination was lower, during the period of 2015-2019, the average score gone

down by 5,8% in senior high school. English Proficiency Index by EF in 2025 also shown Indonesia ranked 80 out of 113 countries. Below other Southeast Asian countries like Singapore, Philippines, Malaysia and Vietnam, but surprisingly above China, Japan, and Thailand. That shown how unoptimal the English learning in Indonesia in general, as most Indonesian learners attained only basic English skills despite years of study.

The ability to master English could support students in accessing academic resources, improving communication skills and preparing for future careers. Therefore, students' English Learning Achievement had been an important aspect in the teaching and learning process.

However, students' English Learning Achievement was influenced by various factors. Two important factors that might affect students' achievement are parental support and learning motivation. Parental support played a significant role in students' academic success because parents could provide emotional support, learning facilities, encouragement and attention to their children's education. Students who received strong parental support tend to feel more confident and motivated in learning activities. Based on Epstein (2014), there are 6 important factors to parental support, parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

That is why parental support was crucial to child development, parents played a major role as role model for their children physically and mentally, to shape their attitude, moral, spiritual and emotional to be children that behave independently. That meant parents could affect the development of students'

motivation on learning English, and how they would achieve something in return. According to Mansor and Ahmad (2016, p.2) family produces a harmonious, educated and excellent societies. In Indonesia, parents often provide emotional encouragement, study supervision, and learning resources that facilitated their children's language development. Those were not only enhancing students' knowledge but also build their confidence to use English in real life contexts. Dewi et al., (2020) said that daily interactions between parents and children caused a significant influence on children's behaviour, including their views on education.

Beside parental support, learning motivation was also an essential factor in achieving academic success. Motivation encouraged students to participate in the learning process, complete assignments, and improve their learning performance. To ensure the great experience of learning, students need a 'driving force' called Motivation. Koenka (2020) explained that motivation is a major part in educational psychology as it is going to evolve students. Motivation was widely recognized as one of most influential factors in determining students' attitude, believe that a person will behave if there was something that drives them. The drive necessary for students to achieve something good in learning English based on their willingness, curiosity about something, and overcoming challenges they faced while learning the language to achieve certain goals. Gardner and Lambert (1972) identified two primary types of motivation, that were Intrinsic Motivation and Extrinsic Motivation.

Not only to be motivated, students were also required to meet those objectives by setting up the achievement. According to Karthigeyan and Nirmala

(2012, p.144), achievement is the attainment of knowledge, competencies and high level status, as reflected in grades, degrees, and other forms of certification or public acknowledgement. Steinmayr et al (2014) defined achievement as “performance outcome that indicates the extent to which a person has accomplished specific goals”. Then students must be assessed by how the process of learning session spends, and how students were assessed by quantity and quality work. As students knew the result or progress of their learning, they would try to improve for better learning outcomes. According to Farr (2010), achievement is defined by learning standard guidelines that set out what knowledge and skills students are expected to demonstrate, grade by grade and subject by subject.

English learning achievement was commonly measured through students' performance in various language skills, including listening, speaking, reading, and writing. Among these skills, reading comprehension played a crucial role because it enabled students to understand academic texts, acquire new knowledge, and participate effectively in higher education. Students with good reading comprehension were generally able to process information, identify main ideas, make inferences, and interpret vocabulary within academic contexts. According to Fitria (2024), reading comprehension in the TOEFL test required students to process information efficiently within a limited time while demonstrating their ability to understand various types of academic texts. Nuraini, et.al (2022) found that students' performance in TOEFL Reading Comprehension reflects their readiness to engage with academic English texts.

Based on the assumption and curiosity, the researcher wanted to see whether or not there was a correlation among parental support and students' motivation, and would those correlate to their English learning achievement. Not so many students would take it for granted. Some students felt it was unnecessary to learn English due to barely any foreigner passing by in their life, some simply found it uninteresting, and some even said it as conquerors language, better to avoid it at any cost. This study was expected to provide useful information about the relationship between parental support, learning motivation and English learning achievement. Therefore the title of the research would be **“The Correlation between Parental Support, Learning Motivation towards Students' English Learning Achievement among Indonesian Language Education Students at FKIP Tridianti University Palembang”**

## **1.2 Limitation of the Problem**

Based on those backgrounds that mentioned above, the study was limited to Indonesian language education study program at FKIP Tridianti University. Therefore, the findings of this study might not generalize to students from other study programs or universities. This study only focused on three variables, namely parental support, learning motivation, and students' English learning achievement. The measurement of students' learning achievement was limited to students' English reading comprehension test course which obtained during the study. Thus, the results might not fully represent students overall English proficiency.

## **1.3 Formulation of the Problem**

Based on the limitation of the problems. The research formulation addressed the following questions:

- a. Was there any significant correlation between parental support and students' English learning achievement among Indonesian language students at FKIP Tridianti University?
- b. Was there any significant correlation between learning motivation and students' English learning achievement among Indonesian language students at FKIP Tridianti University?
- c. Was there any significant correlation between parental support and learning motivation toward students' English learning achievement among Indonesian language students at FKIP Tridianti University?

#### **1.4 Objectives of the Study**

The objectives of the research were to find out the following research problems:

- a. To find out whether or not there was any significant between parental support and students' English learning achievement among Indonesian language education students at FKIP Tridianti University.
- b. To find out whether or not there was any significant between learning motivation and students' English learning achievement among Indonesian language education students at FKIP Tridianti University.
- c. To find out whether or not there was any significant between parental support and learning motivation toward students' English learning achievement among Indonesian language education students at FKIP Tridianti University.

### **1.5 Significances of the Study**

The results of this research were expected to contribute positive feedback to the following group:

a. For the Students

Hopefully this research would give some insights for students' to be aware about the problem and know that parental support and learning motivation could affect them in achieving their English achievement.

b. For the Teachers

This result would become their reference to improve their teaching performance, and become more communicative and relied by their students.

c. For Future Researchers

This research could be a reference to any researchers who are seeking the psychological side of educational research.

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