THE CORRELATION BETWEEN STUDENTS' FAMILY SUPPORT AND ENGLISH LEARNING ACHIEVEMENT OF THE THIRD-YEAR STUDENTS AT THE ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU

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ABSTRACT

This correlation research was conducted to discover the correlation between students' family support and English learning achievement of third-year students at the English study program of Universitas Riau. The instruments of the research were the students' family support questionnaire and the student's English learning achievement scores. The questionnaire, which consisted of 34 questions, was adapted from the Social Family Support Scale and adapted from Thoriq in 2013. The students' English learning achievement was gained from their GPA (Grade Point Average) of English language skills subjects; Listening Comprehension 1, 2, 3; Speaking 1, 2, 3; Reading Comprehension 1, 2, 3; and Writing 1, 2, 3. The population of this research was the third-semester students of the English study program at Universitas Riau, which comprised 110 students. A cluster random sampling technique was used and this research involved 89 students as samples. The results show that the correlation between students' family support and their English language skill learning achievement was categorized in the "moderate level", the family support level was categorized as "high level" and their English language skills learning achievement was classified as "good level" and it was categorized as B+, and the contribution of students' family support for their English language skills learning achievement is 16.9%.

Keywords: *family support, English, students' learning achievement*

KORELASI ANTARA DUKUNGAN KELUARGA SISWA DAN PRESTASI BELAJAR BAHASA INGGRIS SISWA TAHUN KETIGA PROGRAM STUDI BAHASA INGGRIS UNIVERSITAS RIAU

ABSTRAK

Penelitian korelasi digunakan untuk mengetahui korelasi antara dukungan keluarga siswa dan hasil belajar bahasa Inggris dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris. Instrumen penelitian ini adalah kuesioner Skala Dukuangan Sosial Keluarga yang diadaptasi dari Thoriq (2013). Hasil belajas bahasa Inggris siswa diperoleh dari skor IPK (Indeks Prestasi Kumulatif) yang diambil dari mata kuliah ketereampilan bahasa; Pemahaman Mendengarkan 1, 2, 3; Berbicara 1, 2, 3; Pemahaman Membaca 1, 2, 3; dan Menulis 1, 2, 3. Populasi dari penelitian ini adalah siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris yang terdiri dari 110 siswa. Pengambilan sampel acak klaster digunakan dan diperoleh 89 siswa sebagai sampel. Hasil penelitian menunjukkan korelasi antara dukungan keluarga siswa dan hasil belajar keterampilan bahasa Inggris berada di tingkat sedang, tingkat dukungan keluarga dikategorikan ke dalam "tingkat tinggi" dan prestasi belajar keterampilan bahasa Inggris mereka diklasifikasikan ke "tingkat yang baik" dan dikategorikan sebagai B +, dan kontribusi dukungan keluarga siswa untuk prestasi belajar keterampilan bahasa Inggris mereka adalah 16,9%.

Kata Kunci: dukungan keluarga, bahasa inggris, hasil belajar siswa

INTRODUCTION

English is one of the international languages that all countries use English for academic and formal communication purposes. Learning English has become a norm in many countries (Mahu, 2012). Learning English is a process of gaining knowledge and skills to achieve the objective of learning material as stated in the curriculum. When discussing

English learning material, language macro-skills such as listening, speaking, reading, and writing, and language micro-skills such as discriminating sounds, recognizing language device functions such as introducing, greeting, informing, and language notions such as time, equality, cause, existence, ownership, duration, size, and language aspects (structure, pronunciation, and vocabulary) should be achieved by students (Erni & Hamidah, 2019). To know if the students are successful in their learning, it can be seen from their learning achievement. According to Suryabrata (in M.Nur Ghufron dan Rini Risnawati, S, 2014), the result got by students after doing learning activity and stated in the form of number/letter value can be called as learning achievement. In this research, students' GPA (Grade Point Average) was taken from their achievement test of Listening, Speaking, Reading, Writing courses. (Erni & Yamat, 2019)

Thus learning is mostly done in school, school and teachers have an important role in students' learning achievement, but one factor that cannot be neglected which can affect students' learning is family support. Family is where children get education and guidance in the first place. The main role of the family for children's education is the base place for ethical and spiritual life education because parents and other family members' nature and character are mostly taken by their children (Maunah, 2020). Thus, parents should be able to make their children improve their learning with good approaches such as good communication between parents and children, parents should be able to know what their children encourage and ask them to do it. Jenie et al (1997) stated that children's grades, exam scores, regularly come and study at school, finish more homework, behave in positive ways and have a good attitude, finish school at high rates are better when families are involved rather than who are not involved. Based on the explanation above, the researcher decided to conduct a research entitled "The correlation between students' family support and English learning achievement of the third-year students of English Study Program Universitas Riau". The formulation of this research is 'Is there any significant correlation between the family support

of the third-year students of English Study Program and their English learning achievement?'. The objective of this research was to find out the correlation level of students' family support and their English language skills learning achievement of the third-year students of English Study Program Universitas Riau, the level of students' family support, and the level of their English language skills learning achievement.

There are some related studies are related to this research. Unika Prihatsanti in 2014 did a research with the title 'Dukungan Keluarga dan Modal Psikologis Mahasiswa'. This study was conducted to find out is there any correlation between family support and students' psychological capital which make students can face unhappy condition so they can finish their study. The results found that there is a positive correlation which is significant between family support and students' psychological capital. Bai, Chao, and Wang (2018) did research with the title 'The Relationship between Social Support, SelfEfficacy, and English Language Learning Achievement in Hong Kong. Their research examined the relationship between one sociocultural factor (social support from teachers, parents, and peers), self-efficacy, and secondary students' English learning achievement in Hong Kong. The finding of this research was only parents' positive support and self-efficacy were found to be related to and predicted students; English learning achievement. Xuesong (2006) in his research, 'Strategies Used by Chinese Parents to Support English Language Learning: Voices of 'Elite' University Students', discussed how the family (especially parents) influences the university students. The findings of this research were that Chinese parents and other family members are closely involved in the study participants' language learning, in particular, their development as competent English learners.

LITERATURE REVIEW

Learning achievement comes from two words, learning, and achievement. Syarifan Nurjana (2015) stated that a change that is felt by students in their capability to act in a brand-new manner due to interplay among stimulus and

response can be said as learning. According to Purwodarminto (quoted by Moh. Zaiful Rosyid et.al 2019), the result of something that has been achieved is defined achievement. Achievement can be defined as the result of doing a certain activity. In this case, the activity is learning, so after some learning activities, the result is learning achievement.

Zaenal (2009) stated that learning achievement and learning outcome have a different meaning; learning achievement is generally related to the knowledge aspect, learning outcome is related to forming students' attitude/character. Learning achievement can be seen from the students' score after taking some test which is related to some knowledge aspects, whereas learning outcome can be seen from the attitude/character of the students after they took some learning process.

Moh. Zaiful Rosyid et.al 2019 stated that internal factors and external factors are the two factors that can affect students' learning achievement. Internal factors come from the inside of the student his/herself, this factor includes physiological (health and body) and psychological (interest, talent, intelligence, emotion, fatigue, and learning style). External factors come from the outside of the students themselves which is affected by the environment around the students; they are family, school, society, and natural environment.

A family is a social group characterized by common residency, economic cooperation, and reproduction (George Murdock in Roberta M. Berns 1985). The family also can be defined as two or extra adults siblings residing together, a parent and child or children, two adults who are associated through marriage but do not have children, or adults who take on a child. Simply, a family is any two or more people who have a relationship live in one household. (Roberta M.Berns, 2007)

There is no main theory that can answer tons of questions about what is family support. However, to fill that space, social support theory is a strong candidate as the link between it and the practicalities of supporting families are so clear (Canavan and Dolan, 2006). Kuntjoro (2002) said that social support means all of the

help and support which is received by a person from specific and different people in his/her social environment and also can make that person feel loved, feeling cared for, and being appreciated. Baron and Byrne (Adicondro and Purnamasari, 2011), the feeling of comfort physically and psychologically provided by friends or family members can be defined as social support.

Social support is an exchange of resources aimed at improving the well-being as well as the presence of people who can be relied upon to provide assistance, encouragement, acceptance, and attention. The social support system consists of significant others who work together in sharing tasks, providing needed resources such as materials, equipment, skills, information, or advice to assist individuals in addressing special situations that bring stress, so that the individual can move his psychological resources to overcome problems. Whittaker and Garbarino (Canavan and Dolan, 2006) in the 1980s neatly described social support within families as being the 'bread and butter source of help.

Family support is one form of informal social support between family members and can be called a central 'helping system' (Canavan and Dolan, 2006). Informal support is a support that comes from family, relatives, and people nearby, while formal support is a support that comes from government/social services such as doctors, psychologists, school principals.

Cheng and Ickes (2012) stated that family support is can be accepted as an important family predictor of academic achievement. University students need family support because dealing with academic demand is stressful enough that family supports are often welcome and helpful, and facilitate the students' academic and positive adjustment.

REASERCH METHOD

This research is correlation research which means to find out the relation between two variables or more. The research was conducted on the third-year students (Batch 2018) of English Study Program Universitas Riau. The population of the third-year students of English Study

Program Universitas Riau consisted of 110 students. The sampling technique of this research was cluster random sampling and the researcher got 89 students as samples. The data were collected using the Social Family Support questionnaire and students' English language skills learning achievement or scores in subjects of Speaking 1, Speaking 2, Speaking 3, Listening Comprehension 1, Listening Comprehension 2, Listening Comprehension 3, Reading Comprehension 1, Reading Comprehension 2, Reading Comprehension 3, and Writing 1, Writing 2, and Writing 3. The researcher used Google Form to collect the questionnaire data and documentation was used to collect students' English learning achievement.

In analyzing the data obtained from the test, the researcher used the following procedures as follows. The researcher used the Likert Scale to determine the students' family support.

Table 1. Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

To know the students' English learning achievement by determining students' score in courses Speaking 1, Speaking 2, Speaking 3, Listening Comprehension 1, Comprehension 2, Comprehension 3, Writing 1, Writing 2, Writing 3, Reading Comprehension 1, Reading Comprehension 2, and Reading Comprehension 3 by using the score scale from Universitas Riau, as follows:

Table 2. Score Scale Rating

Score	Letter	Number	Means
X > 85	A	4.00	Very Good
$85 \leq X \leq 85$	A-	3.75	
$75 \leq X \leq 80$	B+	3.50	
$70 \leq X \leq 75$	B	3.00	Good
$65 \leq X \leq 70$	B-	2.75	
$60 \leq X \leq 65$	C+	2.50	Enough
$55 \leq X \leq 60$	C	2.00	
$40 \leq X \leq 55$	D	1.00	Bad
X < 40	E	0.00	Very Bad

To find the mean score from all of those courses, the following formula will be used:

$$M = \frac{X}{4}$$

Where:
M = Mean Score

X = Sum of the scores of Speaking, Listening Comprehension, Writing, and Reading Comprehension

To classify the family support score into five levels of category, the following formula by Azwar (2012) would be used:

Table 3. Formula Table

Very Low	$X \leq 1.5\ SD$
Low	$M - 1.5\ SD < X \leq M - 0.5\ SD$
Average	$M - 0.5\ SD < X \leq + 0.5\ SD$
High	$M + 0.5\ SD < X \leq M + 1.5\ SD$
Very High	$M + 1.5\ SD < X$

Where:
X = Questionnaire Score
M = Mean Score
SD = Standard Deviation

To analyze the data obtained from the questionnaire and students' English learning achievement and to find out the correlation coefficient between variable X and Y, Pearson – Product Moment Correlation Coefficient would be used by using IBM SPSS Statistic 25 program would be used. To decide the level of correlation, the interpretation of number correlation as recommended by Sugiyono (2009) would be used.

Table 4. Interpretation of Number Correlation r_{xy} Product Moment

Magnitude "r" product moment	Interpretations
0.00-0.02	Very low correlation
0.20-0.40	Low correlation
0.40-0.70	Moderate correlation
0.70-0.90	Sufficient correlation
0.90-0.100	High correlation

RESULTS AND DISCUSSION

After the data were analyzed, the result shows into three parts. The first part is the summary of respondents' responses to the questionnaire, the second part is the summary of students' English learning achievement, and the last part discusses the correlation analysis.

The first part is the summary of respondents' responses to the questionnaire.

Table 5. Statistical Scores of Family Support

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Family Support	89	75.00	56.00	131.00	99.5169	16.13516	260.343
Valid N (listwise)	89						

Table 5 shows the summary score of the family support questionnaire. The range score is 75. The minimum score is 56 while the maximum is 131. The mean score is 99.51, the standard deviation is 16.13 with the variance is 260.34. The classification of the students' family support can be seen in the table below.

Table 6. Students' Family Support Category

Score	Classification	Frequency	Percentage
X > 110.5	Very High	22	25%

93.5 < X <= 110.5	High	37	42%
76.5 < X <= 93.5	Average	21	24%
59.5 < X <= 76.5	Low	8	9%
X <= 59.5	Very Low	1	1%
	Total	89	100%

Table 6 shows that there are 22 students (25%) with very high family support, there are 37 students (42%) who obtain a high level of family support, 21 students (24%) obtain an average level of family support, 8 students (9%) obtain low level on family support and there is 1 student (1%) who obtains very low level on family support. In the end, it can be concluded that the overall students' family support is at a high level.

As mentioned before that there are four aspects of family support that are covered in the questionnaire, they are; instrumental assistance, emotional attention, giving information, and scoring/esteem. It is essential to describe each aspect that is covered in the questionnaire.

Table 7. Level of Instrumental Assistance

No	Statement	SD	D	A	SA	Mean	Interpretation
1	My family motivates me a lot to be able to study hard	5 5.6%	10 11.2%	38 42.7%	36 40.4%	3.18	High
2	My family always suggests me to repeat the lesson at home	9 10.1%	22 24.7%	35 39.3%	23 25.8%	2.81	High
3	My family has provided the learning equipment I need	3 3.4%	11 12.4%	36 40.4%	39 43.8%	3.25	High
4	When I need learning equipments. my family always provides them all at home	0 0.0%	15 16.9%	36 40.4%	38 42.7%	3.26	High
5	My family bought me a complete stationery without any exception	4 4.5%	20 22.5%	33 37.1%	32 36.0%	3.04	High
6	My learning lights are bright and not blinding	12 13.5%	14 15.7%	32 36.0%	31 34.8%	2.92	High
7	Every time my writing books run out. my family rarely buys them	4 4.5%	7 7.9%	20 22.5%	58 65.2%	3.48	High
8	Time to watch TV is not limited by my family	21 23.6%	33 37.1%	22 24.7%	13 14.6%	2.30	Average
9	My family rarely provides the learning	2	9	30	48	3.39	High

No	Statement				Mean	Interpretation
	equipments I need	2.2%	10.1%	33.7%	53.9%		
10	My brothers and sisters do not help me in repeating the lesson	15 16.9%	17 19.1%	30 33.7%	27 30.3%	2.78	High
	Total					3.04	High

Table 7 shows the level of instrumental assistance. There is one item on average level and the rest items are at a high level. After the data is computed, in terms of frequency, 4 students responded (4.5%) strongly agree, 7 students responded (7.9%) agree, 20 students responded (22.5%) disagree and 58 students responded (65.2%) strongly disagree. The item with the highest mean score is *Every time my writing books runs out, my family rarely buys it* (mean = 3.48). This implies that this item is more favorable in the instrumental assistance aspect of family support. The item with the lowest score is *Time to watch TV is not limited by my family* (mean = 2.30).

Table 8. Level of Emotional Attention

No	Statement	SD	D	A	SA	Mean	Interpretation
1	My family supports the learning atmosphere I want	2 2.2%	3 3.4%	34 38.2%	50 56.2%	3.48	High
2	Family provides a comfortable learning atmosphere for me	2 2.2%	4 5.6%	46 51.7%	36 40.4%	3.30	High
3	My parents want to understand my weaknesses in learning	3 3.4%	17 19.1%	36 40.4%	33 37.1%	3.11	High
4	My parents always remind me the importance of learning	2 2.2%	5 5.6%	27 30.3%	55 61.8%	3.52	High
5	When there are problems in my learning. my brothers and sisters help me	16 18%	27 30.30%	32 36%	14 15.70%	2.49	Average
6	My parents guide me when I am having learning difficulties	7 7.9%	25 28.1%	39 43.8%	18 20.2%	2.76	High
7	When studying. my parents rarely accompany me	19 21.3%	30 33.7%	29 32.6%	11 12.4%	2.36	Average
8	When there are problems/learning difficulties in my learning. my brothers and sisters rarely help me	11 12.4%	26 29.2%	29 32.6%	23 25.8%	2.72	High

9	My parents do not remind me of the importance of learning	2 2.2%	9 10.1%	17 19.1%	61 68.5%	3.54	High
10	My family does not support the learning atmosphere I want	5 5.6%	5 5.6%	28 31.5%	51 57.3%	3.40	High
11	At home. I do not get an adequate learning atmosphere	6 6.7%	6 6.7%	28 31.5%	49 55.1%	3.35	High
	Total					3.09	High

Table 8 shows the level of emotional attention. There are 2 items at an average level and 9 items at a high level. After the data is computed, in terms of frequency, 2 students responded (2.2%) strongly agree, 9 students responded (10.1%) agree, 17 students responded (19.1%) disagree and 61 students responded (68.5%) strongly disagree with this item. The item with the highest mean score is *My parents do not remind me of the importance of learning* (mean = 3.54). This implies that this statement is more favorable in the emotional attention aspect of family support. The item with the lowest mean is *When studying, my parents rarely accompany me* (mean = 2.36).

Table 9. Level of Giving Information

No	Statement	SD	D	A	SA	Mean	Interpretation
1	My parents always control me whether I study or not	18 20.2%	23 25.8%	27 30.3%	21 23.6%	2.57	Average
2	My parents always ask me if I understand the lessons I am learning or not	13 14.6%	33 37.1%	26 29.2%	17 19.1%	2.53	Average
3	My family always gives me the schedule for studying	29 32.6%	25 28.1%	21 23.6%	14 15.7%	2.22	Average
4	My parents rarely control whether I study or not	7 7.9%	30 33.7%	31 34.8%	21 23.6%	2.74	High
5	My family rarely suggests me to repeat the lesson at home	8 9%	18 20.2%	38 42.7%	25 28.1%	2.90	High
6	My family rarely gives me the opportunity to solve my own problems	2 2.2%	10 11.2%	36 40.4%	41 46.1%	3.30	High
	Total					2.71	High

Table 9 shows the level of giving information. There are 3 items in average level and left 3 items in high level. After the data is computed, in terms of frequency, 2 students responded (2.2%) strongly agree, 10 students responded (11.2%) agree, 36 students responded (40.4%) disagree and 41 students responded (46.1%) strongly disagree with this statement. The item with the highest mean score is *My family rarely gives me the opportunity to solve my own problems* (mean = 3.30). This implies that this statement is more favorable in giving information on aspects of family support. The item with the lowest mean is *My family always give me the schedule for studying* (mean = 2.22).

Table 10. Level of Scoring/Esteem

No	Statement	SD	D	A	SA	Mean	Interpretation
1	My family gives me what I want if I get good score	18 20.2%	32 36%	23 25.8%	16 18%	2.42	Average
2	My family praises me when I am diligent to study	9 10.1%	18 20.2%	35 39.3%	27 30.3%	2.90	Average
3	My parents always ask me about my exam score	9 10.1%	16 18%	30 33.7%	34 38.2%	3.00	High
4	If I get a good score in my class. I will get a gift	25 28.1%	37 41.6%	18 20.2%	9 10.1%	2.12	Average
5	My parents do not care at all when my score is good or not	5 5.6%	10 11.2%	36 40.4%	38 42.7%	3.20	High
6	My family rarely sees my score in every	12 13.5%	19 21.3%	23 25.8%	35 39.3%	2.91	High

	semester						
7	My family always guided me in the process of problem solving	5 5.6%	27 30.3%	37 41.6%	20 22.5%	2.81	High
	Total					2.76	High

Table 10 shows the level of scoring/esteem. There are 3 items in average level and 4 items are in high level. In terms of frequency, there 5 students responded (5.6%) strongly agree, 10 students responded (11.2%) agree, 36 students responded (40.4%) disagree, and 38 students responded (42.7%) strongly disagree with this statement. The item with the highest mean score is *My parents do not care at all when my score is good or not* (mean = 3.20). This implies that this statement is more favorable in the scoring/ esteem aspect of family support. The item with the lowest mean score is *If I get a good score in my class, I will get a gift* (mean = 2.12).

After analyzing the questionnaire, the student's English language skills learning achievement needs to be described.

Table 11. Statistical Scores of English Learning Achievement

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
English Learning Achievement	89	0.86	3.06	3.92	3.5406	0.18370	0.034
Valid N (listwise)	89						

Table 11 shows the statistical scores of English language skills learning achievement. The range is 0.86. The minimum score is 3.06 while the maximum score is 3.92. The mean score is 3.54. The standard deviation is 0.18 with the variance being 0.03. The classification of the students' English language skills learning achievement can be seen on the table below:

Table 12. English Language Skills Learning Achievement Score Scale

Score	Classification	Frequency	Percentage
4	A	1	1%
3.75	A-	7	8%
3.5	B+	48	54%
3	B	33	37%
2.75	B-	0	0%
2.5	C+	0	0%
2	C	0	0%
1	D	0	0%
0	E	0	0%
	Total	89	100%

Table 12 shows the rate percentage of students' English learning achievement. From 89 students, there is 1 student (1%) got A, 7 students (8%) got A-, 48 students (54%) got B+ and 33 students (37%) got B. There are no students who got B-, C+, C, D, and E. So, it can be determined that overall, the third-year students of English Study Program Universitas Riau got B+ in terms of English learning achievement.

The correlational value was determined by using Pearson Product Moment. The calculation is done by using IBM SPSS Statistic 25 program, the result is presented below:

Table 13. Correlation Analysis

Correlations

		Family Support	English Learning Achievement
Family Support	Pearson Correlation	1	.411**
	Sig. (2-tailed)		0,000
	N	89	89
English Learning Achievement	Pearson Correlation	.411**	1
	Sig. (2-tailed)	0,000	
	N	89	89

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

From Table 13, it is found that the obtained correlation coefficient is 0.411. It shows that the two variables have a moderate level of correlation. In this research, this means that family support had a significant correlation with students' English learning achievement.

Table 14. Regression Equation

Coefficientsª

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,074	0,112		27,416	0,000
Family Support	0,005	0,001	0,411	4,211	0,000

a. Dependent Variable: English Learning Achievement

To discover the relationship of two or more variables, a regression equation is used. It is the measure of the extent to which researchers can predict one variable from another, especially how the dependent variable typically acts when the independent variable is changed. Table 14 shows the significance value is 0.00, which is less than 0.05. In the end, it can be concluded that there is a correlation between the two variables.

Table 15. Determination Coefficient

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411ª	0,169	0,160	0,16839

a. Predictors: (Constant), Family Support

b. Dependent Variable: English Learning Achievement

Table 15 shows that the determination coefficient value (R square) is 0.169. It can be concluded that the family support, as the independent variable has a 16.9% contribution in the third-year students of English study program English language skills learning achievement. From that point, it can also be concluded that 83.1% contribution of students' English learning achievement is gained from other factors.

DISCUSSION

The result of the data was calculated in 3 steps. The first step was about the overall average of the data. Based on the findings above, the mean score of students' family support is 99.51 and categorized as "high level". The mean score of students' English learning achievement is 3.54 and it is categorized A- level.

The second step described each aspect of the questionnaire. They are instrumental assistance, emotional attention, giving information, and scoring/esteem support. The first aspect is instrumental, the item with the highest mean is 'Every time my writing books run out, my family rarely buys it' (mean = 3.48). According to Kamus Besar Bahasa Indonesia (KKBI), a notebook is a blank book to write (take notes and so on; a book to write). This item is an unfavorable item which means the respondents disagree with this item. It indicates that when students need learning equipment, especially for the books, their family provides it. Since writing books are the basic need for students in studying, they need writing books to note and summary the lesson in school or university to repeat the lesson at home. The item with the lowest mean is 'Time to watch TV is not limited by my family' (mean = 2.30), which means that the students' families do not limit/care about time to watch TV for students.

The second aspect is emotional attention, the item with the highest mean is 'My parents do not remind me the importance of learning' (mean = 3.54). This item is an unfavorable item which means the respondents disagree with this item. It indicates that the parents care about their children's education. It shows that the parents have good attention to their children's learning.

Parents can find out where their children's abilities are in the field of education (Zulfitra, 2020), as an example of parents' attention to their children learning, parents can remind the students of the importance of learning and also sometimes accompany them when they are studying. The item with the lowest mean is 'When studying, my parents rarely accompany me' (mean = 2.36), which means that the students' families do not often accompany students in studying and let the students study by their selves.

The third aspect is giving information, the item with the highest mean is 'My family rarely gives me the opportunity to solve my own problems' (mean = 3.30). This item is unfavorable which means the respondents disagree with this item. It indicates that parents give their children opportunities to solve their problems. By letting students solve their own problem, they become confident in themselves. Intelligence understands oneself, being able to put oneself, knowing weaknesses and strengths, and being good at managing emotions/feelings is intra-personal intelligence. (Gardner: in Diana, 2006). The item with the lowest mean is 'My family always give me the schedule for studying' (mean = 2.22), which means that the students' families let the students decide their schedule for studying.

The last aspect is scoring/esteem support, the item with the highest mean is 'My parents do not care at all when my score is good or not' (mean = 3.20). This item is an unfavorable item which means the respondents disagree with this item. It indicates that the parents are involved in their children learning by caring about their children's scores in learning. According to Janie et al. (1997), children's grades, exam scores are better when families are involved rather than those who are not involved. The item with the lowest mean is 'If I get a good score in my class, I will get a gift' (mean = 2.12), it means that the students rarely get a gift if their score is good in learning.

The third step is to know the correlation between students' family support and their English learning achievement. The correlation value is 0.411 and is categorized as moderate correlation. The determination coefficient value

(R square) is 0.169, which means that family support, as the independent variable has a 16.9% contribution in the English language skills learning achievement of the third-year students of English Study Program Universitas Riau. Then, it can be seen that 83.1% contribution of students' English learning achievement is gained from other factors. According to Purnomo (2019), generally, three factors that affect students' English learning achievement besides family support and they are both connected, they are; internal factors, external factors, and learning approach.

CONCLUSIONS AND RECOMMENDATION

In conclusion, the level of student's family support of the third-year students of English Study Program Universitas Riau was at the 'high level'. Then, the English learning achievement of the third-year students of English Study Program Universitas Riau was classified to B+ and it was categorized as 'good level'. The researcher concluded that there was a significant correlation between students' family support and their English learning achievement. The coefficient correlation is 0.411 and it is classified into *moderate* correlation. It can be interpreted that students' family support has a fair effect on their English learning achievement. The result of contribution showed that the contribution of students' family support to their English learning achievement was 16.9% leaving 83.1% of other factors.

Based on the result of the research, there are two recommendations. First, especially parents should be able to give attention, support their children in learning, and have good communication with their children, particularly university students. Second, children, especially in this research are university students, should be open to their family/parents. So, both parents and students should have empathy, the feeling that you understand to share another person's experiences and emotions, so from this empathy, two ways communication will exist. Then, parents and students can have a good time sharing and hearing, from that activity, parents can control their children learning, and children especially university students can get support from their parents.

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