

**THE EFFECT OF BROKEN HOME  
TOWARD  
THE STUDENTS' ENGLISH ACADEMIC  
PERFORMANCE  
IN SMK MUHAMMADIYAH 2 AJIBARANG**

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**Abstract**

The aim of this study was to describe the effect of broken home toward the students' English academic performance. The writer proposed one research question. The research question was: what is the effect of broken home toward the students' English academic performance? A descriptive qualitative was used in this study with observation, interview and documents as the data collection technique. The source of the data was 10 broken home students, the English teachers, the counselling guidance teachers, and the headmaster in SMK Muhammadiyah 2 Ajibarang. The findings of the data indicated that the broken home affected the students' English academic performance. The writer found the effect of

broken home toward the students' English academic performance is low English score level got by broken home students. Their low score can be caused by their psychology condition. The writer found subject GX and JX in good score levels. They did not affect broken home in their English academic performance.

There were factors that were contributed to the English academic performance such as intern and extern factors. In intern factor that was psychological factor, this affected the broken home students' condition on the English learning process. Moreover, the extern factor was family. However, in general that the student of vocational school did not like English subject. The study indicated that broken home create chance for social and psychological problems such as social maladjustment, lack of love, insecurity, truancy, and emotional disturbance which affected the broken home students' concentrations in English learning process. It concluded that, broken home had drastic effects on students'. They need both parents' motivation and in good psychological condition.

**Keywords:** broken home, English academic performance

## **A. Introduction**

Hasbullah (1994: 46) states, “Family is the first of education environment, because the children get the first education and guidance of the family”. The problem will grow when the mother become women workers with their problems to help economy of the family or the ambition to be a career woman, so they forget their children and family. Many mother find to be super women.

They are working twenty four hours a day without stopping, perhaps mom break time just a few hours a day. Even if the mother is able smart managing time outside home and working at home steps. When the mother and father are busy with their activities respectively, children should have the right to get the warmth in the family. When it happens, family is being broken and not clear existence. The parent who cannot control their ego then they choose to divorce.

The reason for choosing the topic is that the writer rarely finds the unlucky students have a broken homes situation. This condition is very complicated and impact on academic performance. Not a little student can express their feeling especially in their school environment. However, the motivation from home environment is affecting learning process in the school. It has more powerful for the children. The parents cannot control their emotion and wreaking out on the children. This will cause the impact of the condition of psychic emotion children in learning

process. They have different family background environment. The writer also concerns with the mistake victim of emotional diversion. Children are a victim of the emotional release of their parents. Based on the explanation above, many factors are affecting children grow. Family is the first element forming will be what the children are in the future. . Academic performance according to Akinboye (2004: 13) is of two types for example positive and negative (poor) performance. Habits, family background, perseverance, attitudes, interest all these affect academic achievement in school.

## **B. Literature Review**

Broken home is the partners loses his/her spouse by death separation, divorce, desertion or single parenting (Conkline, 319: 2006). Broken home is a home torn apart (Momoh, 2011: 11). Broken home as situations where two spouse separate leaving the children to the risk of the society (Deborah, 2002: 571). Thus, the term of *broken home* defines as the poor condition of the family. Broken home is a home torn apart Broken homes occur when husband and wife separate from each other through either natural causes (death) or by human cause (divorce), leaving the care and responsibility of the children to one parent.

The characteristic of broken home family are the role of the father and mother very closely related in undergo family life,

they complement each other. However, the condition there is not long time can be met in the family, in family is also getting problem causing that condition of broken home.

The increase of broken home is not a phenomenon isolated. Even in SMK Muhammadiyah 2 Ajibarang, there have been a percentage of broken home caused by one factor or the other more than one. According to Saikia (2016:446) the causes of broken family as follows: divorce, death and misconception between family members.

Academic performance is a student goal. It is commonly measured by examinations or continuous assessment (Adoyo, 2004: 10). The academic performance might be reached through long process. To get the English academic performance optimally should be paid attention the supporting factors and influencing factors of English academic performance. According to Slameto (2010: 54), the factor is affecting academic performance classified into two parts, that is intern factor and extern factor.

### **C. Method of Investigation**

In conducting the research, the writer employed descriptive qualitative as the type of the research. Qualitative research focuses on the study of social phenomena and on giving voice to feeling

and perception of the participants under study (Ludico, et al, 2010:142).

According to Meleong (2011: 157), the definition source of data in qualitative research is words and behavior. Widyoko (2012: 22) states the primary data source is the data which are obtained from the first source, or the data was conducted by the writer directly.

Sugiono (2008: 225) states “that the fundamental method trade on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review”.

The qualitative method is used to identify The Effect Of Broken Home toward the Students’ English Academic Performance. In qualitative research, data analysis begins the observations started. It is an on-going activity throughout the whole investigation.

#### **D. Findings Discussion**

Family is the first element forming will be what the children are in the future. The parent’s roles have big influence for children development by their parenting. Structurally, family or homes is either broken or intact.

A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death, of one of parent and illegitimacy. The causes of broken home family are parent divorce, death,

misconception between family members, and unconditional administration.

The writer found the effect of broken home toward the students' English academic performance is low English score level got by broken home students. The components contributing to the English academic performance were considered that understand of the subject matter by the broken home students', regularity of the broken home students' to the class, and the lack motivation in English learning process.

The eight of from the ten of broken home students in SMK Muhammadiyah 2 Ajibarang majority has low score level on English course. Their low score can be caused by their psychology condition according to low family structure (broken home) due to either natural cause or divorce is one of the factors responsible for the low academic performance of student in secondary schools (Wiseman, 2003: 69).

There is no effect of broken home is like the theory of Dowd that broken home has an impact on academic performance of their children (Dowd, 2007: 252). In this study, there are two broken home students' got high English score. It means that broken home have did not give effect on English academic performance.

The effect of broken home toward the students was low in English academic performance. From the ten broken home students was average in low score level of English course. But, there were two broken

home students did not affect in English academic performance. They could define their family problem and school activity.

The writer found subject GX and JX in good score levels. They did not affect broken home in their English academic performance. From those situations, there is effect of broken home toward English academic performance. However, it was not affected the two broken home students of SMK Muhammadiyah 2 Ajibarang. Moreover, GX also had good score levels not only in English course.

GX was one of the brilliant students. From the counseling guidance teachers interview directly, GX always visited library for studying or workshop TKR (*Teknik Kendaraan Ringan*) for improving his ability. GX stated that he wanted to be success person in the future. Every student's has unique style in the learning process. They can get special achievement by their skills. In addition, JX was in TKR Tech class (excellent class). In SMK Muhammadiyah 2 Ajibarang has one excellent class, which was TKR Tech. the students of TKR Tech must have high score levels in academic performance. TKR T only entered by smarter students. Especially JX was in good score levels of English academic performance. Every student would enter TKR T class had tested in the primary semester.

## **E. Conclusion**



Based on the findings and interpretation on the previous chapter, this study focuses to discuss the effect of broken home toward the students' English academic performance at SMK Muhammadiyah 2 Ajibarang. In this part, the writer describes them in brief explanation.

In conclusion, broken home have drastic effects on students', they need both parents' support. It is clear from the study that most of the students from broken home experience low parental involvement in their English academic activities compare with the student from nuclear family rather have a high level of parental participation in their English academic performance. Evidence also suggests that broken home has an effect on English the academic performance of students'. Finally, the study results reveal that there are effects between broken home toward the students' English academic performance.

## **Acknowledgement**

The writer would like to express the best gratitude to Dede Nurdiawati, M.Pd as the Head of English Education Study Program of Peradaban University and Dede Nurdiawati, M.Pd as the best patience advisor.

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