

THE INFLUENCE OF PARENTS TOWARDS LANGUAGE LEARNING

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ABSTRACT

Research was conducted to study the influence of parents towards language learning for students of year 6 at Sekolah Kebangsaan Batang Kali, Hulu Selangor, Selangor. The samples consist of 160 people parents and 160 pupils. The studies have been carried out and the reliability of the questionnaire is $\alpha = 0.75$ (parents) and $\alpha = 0.70$ (students). Results of the analysis are presented in the form of frequency, percentage, histogram, mean and Pearson correlation. Pearson correlation analysis proved there is a weak significant positive, low and medium of parental knowledge, student's knowledge and practice. For factors of parent's role and behaviors showed there were weak linkages but insignificant with language students Year 6. Theory used in this research is Social Learning Theory or Bandura. Social Learning Theory of Bandura has emphasized how the person's behavior is influenced by the environment, by reinforcement and observational learning. In conclusion, this study can provide knowledge and guidance to educators and counselors in schools to face the weak students and have less interest to learn the language.

Keywords: Parental influence; language learning

Introduction

Primary school education curriculum has been transformed from Kurikulum Baharu Sekolah Rendah (KBSR) to Kurikulum Standard Sekolah Rendah (KSSR). The aim of this curriculum is to give the opportunity to the students to increase the potential in many aspects such as physical, spiritual, intellectual, emotional and psychomotor (Saedah, 2002).

The low academic achievement of students have relation with the influence of parents and family socio-economic status in rural areas, which are still far behind in terms of development and the influence in motivation of learning. The students who come from families with socio-economic background and a high standard of parents, usually obtained high academic achievement because the family members have education, occupation and better incomes and able to provide an adequate learning facilities. Plus, the family members are more committed in their children's academic achievement by giving supports and learning facilities such as reference materials, worksheets, electronic media and internet convenience.

Social Learning Theory

Theory that has been used in this research is Social Education Theory or Bandura. Social Education Theory that is submitted by Bandura has emphasised on how a person is influenced by the environment, through reinforcement and observational learning. It covers the way a person look and think of an information or otherwise. With other words, which is how our behavior affects the environment and produce the reinforcement and opportunity to be observed by others (observational opportunity). Social learning theory also emphasizes the range that is exposed to a person and it is not random, which is often selected and modified by a person through the behavior of the person.

There are two types of learning through observation (observational learning). First, learning through observation, that is based on the conditions caused by other people or vicarious conditioning. For example, a student observed his friend being complimented by the teacher because of the good actions and examples shown, then it will make other students intended to commit something good and getting praised. Based on this situation, researchers have chosen this theory to be used as a platform in producing studies, considering the influence of parents is a factor that is very powerful and important in determining the success of their children against the mastery of the language, and thus improve their children's performance in these subjects.

Highlight of the Research

Studies have been conducted by Jamaliah (2009), on 40 students of standard 6, Sekolah Kebangsaan Sg. Pasir. These students are from the last class, which consists of students that have discipline problems and they are from different family backgrounds. The aim of this study is to observe the percentage pass of Paper 2 UPSR English Language in making simple sentences (Section A) in the programme, namely 'PaMa'. In this study, the parents are also included on the parents meeting session. Parents were given one set of words that contain 150 verbs in English. The parents indirectly appointed as the mentors to observe their children at home to read, understand and spell each of the every word given. Words that read and understood its meaning, will be marked by the parents. The study found, the availability of the increase marks the year 6 students from a score of 0 was initially increased to 5 out of 10 full points. This programme also help the students to answer the questions in Section B. With the

involvement of parents, the students' achievement are no longer only can be improved and monitor in school, but can be observed at home too.

Data Analysis Procedure

According to Mohd Najib, 2003, analysis is categorizing, manipulating and concluding the data to get the answer in the research that has been conducted. In this study, quantitative data is taken based on the questionnaire, which consisted of two parts, namely A and B for every set of the questionnaire. Next, descriptive and inferential analysis is used to interpret the results obtained from respondents.

Descriptive Analysis

This analysis allows the researchers to submit data collected in frequency, percentage, mean and standard deviation for parental influence variables (knowledge, role and behavior of parent) as well as the interest of the respondent against the language. Quantitative data obtained were analysed using descriptive statistics. Descriptive statistics is an overall parsing techniques relating to the status of respondents. The aim is also to give an early overview of parental influence profile and interest of students in the subject language. The data analyzed descriptively in the form of percentages, frequency, mean and standard deviation to see the distribution and frequency of answers of the respondents against the factors reviewed as the standard of parental education, type of employment, total income, gender or race, interest and grade students' achievement Year 6 in the UPSR Trial Examination.

To answer question 1, the measurement and the level of language achievement students Year 6 are referred on the table below:

Table 1.0: Language Grading Scale

Grade	Marks	Level	Interpretation
A	80%-90%	Advanced	Student can read and understand the meaning of the difficult word well. Student is very confident in expressing out the idea and making sentences in language by using the right grammar, spelling and punctuation.
B	60%-79%	Good	Student can do the writing with only a few mistakes of grammar, spelling and punctuation. Student knows how to use the dictionary to find any difficult words and also knows the meaning of simple words.
C	40%-59%	Intermediate	Student knows the meaning of any simple words in language. Student also can write or make simple sentences with only a few mistakes of grammar, spelling and punctuation.
D	20%-39%	Weak	Student is not acquired in language and has poor grammar. Student only knows the meaning of the word that is too simple and limited. Many grammatical, spelling and punctuation errors in the sentence structure.
E	0%-19%	Sangat lemah	Does not have basic skills in language. Student also does not know and understand to make or build sentences eventhough only linking the simple sentences.

To determine the level of knowledge, behaviour and role of parents, mean is used. Mean is the average value that has been used to represent a set of values that have been observed. In this research, values are the factors of parental influence and interest of students standard 6 towards subject Language.

Conclusion

Language is an important subject in each examination. In the UPSR examination, Language is one of the five subjects that counts as a measurement of the achievement of the examination. It becomes more important when the result is also made as a benchmark for the students to get the opportunities to proceed the education at higher level. As we know, the students' achievement in the city are better than students who live in the rural areas. This situation is due to economic factors, behaviors and ways of thinking of students and parents are different compare to those who live in rural areas. This research specifically of interest to the parties involved directly or indirectly in connection of academic achievement in Language UPSR.

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