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**ENGLISH LANGUAGE LITERACY IN RURAL COMMUNITY SETTING: AN
ANALYSIS OF THE ENVIRONMENT TO ENCOURAGE AND SUSTAIN THE
DEVELOPMENT OF ENGLISH LANGUAGE LEARNING OUTSIDE THE
CLASSROOM.**

**(LITERASI BAHASA INGGERSI DI KAWASAN LUAR BANDAR: SATU
ANALISIS PERSEKITARAN UNTUK MENGGALAKKAN PEMBELAJARAN
BAHASA INGGERIS DI LUAR BILIK DARJAH YANG BERTERUSAN DAN
MAMPAN)**

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**RESEARCH MANAGEMENT CENTRE
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ABSTRACT

This study was carried out in an attempt to identify the encouragement and support provided by parents in the learning of the English language at home, identify whether conducive environments are available at home, and to analyze the sustainability of learning of English in the rural area. A questionnaire was prepared and distributed to five different FELDA areas in the Johor Selatan FELDA district. Interview and observation were also carried out to ascertain the conduciveness of the home environment towards the sustenance of the use of English at home. A total number of 78 respondents completed and returned the questionnaires, while a total of 5 interviews were conducted with the settlers. The findings revealed that parents could do many things to sustain the use of English at home. The nature of the work and the level of education made it difficult for them to help their children with the English language. Most of them have a rather positive attitude towards the language. Many of them are aware of the importance of English to their children's future undertakings and success. Most of them are rather optimistic about their children's English status. Many of them are changing their attitudes and are making various efforts to help their children excel in education and the English Language. Recommendations for the parents include having workshops organise by FELDA management to teach what the parents can do to help at home, FELDA organise a weekly event to incite interest in the language among students at the individual areas, and work collaboratively to have English programs at the community level, such as having a public library, etc.

ABSTRAK

Kajian ini dijalankan dengan hasrat mengenal-pasti tahap sokongan dan galakan yang diberikan oleh para ibubapa terhadap perkembangan dan penggunaan Bahasa Inggeris dirumah, mengenalpasti keadaan rumah yang menggalakkan penggunaan Bahasa Inggeris dirumah, dan melihat keberkesanan rumah dalam menentukan kesinambungan penggunaan Bahasa Inggeris dirumah. Satu soal selidik telah di bina dan diedarkan kepada peneroka dikawasan FELDA Johor Selatan. Sesi soal-jawab dan pemerhatian juga telah dilakukan untuk melihat keberkesanan keadaan rumah dalam meneruskan penggunaan Bahasa Inggeris di rumah. Seramai 78 orang peneroka telah menjawab soal selidik yang diedarkan dan 5 sesi soal jawab telah diadakan. Dapatan kajian menunjukkan bahawa ibubapa FELDA telah menunjukkan sikap yang positif terhadap Bahasa Inggeris. Jenis tugas dan tahap pendidikan mereka menjadi penghalang kepada mereka membantu anak-anak dalam Bahasa Inggeris dirumah. Mereka mempunyai kesedaran tentang kepentingan Bahasa Inggeris kepada masa depan anak-anak mereka. Mereka mempunyai sikap yang optimistic terhadap Bahasa Inggeris dikalangan anak-anak mereka. Ramai yang telah menukarkan sikap mereka terhadap Bahasa Inggeris. Mereka juga sanggup berbelanja lebih untuk melihat anak-anak mereka maju dalam bahasa itu. Walaubagaimanapun, masih banyak yang perlu dibuat oleh ibu bapa dalam menentukan yang anak-anak akan meneruskan menggunakan Bahasa Inggeris. Beberapa cadangan seperti pihak pengurusan FELDA perlu mengadakan sesi ceramah dalam menerangkan cara-cara yang boleh dibuat oleh ibubapa dalam membantu anak-anak dirumah. Kerjasama antara pihak pengurusan FELDA dan ibubapa juga penting dalam mengadakan program-program pendidikan peringkat komuniti untuk meningkatkan penggunaan Bahasa Inggeris perlu diadakan, seperti mewujudkan perpustakaan Bahasa Inggeris dan lain-lain lagi.

CHAPTER 1

INTRODUCTION

Everything starts in a family. There has been a growing need for family literacy in most families in Malaysia, especially when the world is becoming borderless. Every parent is putting efforts to ensure that their family members are adequately prepared to face the world. Parents also are putting more and more money into the education of their children. Supporting family learning not only helps schools, it also helps to ensure that the children are not left out of the mainstream education. Many communities and school programs run seminar and workshop around the country to help children excel in school as well as help parents become better and involved parents at home. While studies on the literacy level of children in Malaysia have been carried out previously, it is also important that the environment where the children are staying be studied. The home environment should provide favourable atmosphere in order for learning to take place. Apart from that, other factors are also equally important in ensuring that the children would get enough input at home. In this case, the literacy experiences at home, materials provided, activities that the family members conduct everyday and the supportive atmosphere in terms of emotional and spiritual supports given by both parents are equally important.

We always hear that parents who frequently engage in literate activities and who provide such opportunities for their children will produce children who will be literate in the language. Different studies have empirically found the importance of reading and writing at home. Purcell-Gates, Degener & Soler, (2000) found that by “simply counting

the number of times someone in the home reads and writes anything will predict the degree to which young children in the home know that print is meaningful and that it functions purposively in people's lives (p. 18).

Parents usually assist their children's literacy development according to what they believe in based on the culture of the society. Since families to families differ to great extent in the beliefs and their attitudes toward learning, especially learning a second language which has been termed once as the colonial language, there is a need for many studies be conducted to examine the educational processes within families in the natural environment. Robinson (1946) concluded based on findings of a study, that the whole home environment wields a definite influence on the school progress of the child. Morrow (1995) asserts that studies are needed to determine the extent to which home literacy experiences are comparable to the practices in school as many parents have difficulty integrating school-based literacy learning into their homes. By learning more about how families share literacy on a daily basis, it is possible to explore how such events can serve school learning.

In Malaysia, the present scenario on the declining standard of the English language and especially with the sudden interest shown by the nation on improving the standard of English among students, calls for immediate attention. Poor performance by students in UPSR, PMR and SPM reflects the diminishing interest in the language, which is very much needed to achieve Vision 2020. Measures must be taken to change the scenario.

It is clear that the use of English Language nowadays has become more important. However, in the past several years, the results in the English language subject in the SPM

examination showed that there is a decreasing number of students who could perform well in English. As for that, a needs analysis along the lines discussed will lead to a consideration of the prospective students' use of English. The theoretical models advocated by Holliday & Cooke (1983) and Hutchinson & Waters (1987) will prove useful in identifying the language needs of the students. Holliday and Cooke's model of language needs analysis reveals the growing consciousness of the importance of 'Cultural alignment' in the field of applied linguistics.

Statement of Problem

Literacy is a crucial factor in helping adults to participate fully in the economic and political life of a country, and especially vital in getting a job later after high school. Literacy will give adults the ability to "improve competence, increase their capacity and capability, to make changes and ... enable them to achieve the goals." (Ellis, 1993, p.24). It can also give them their voice in decision making process which will affect their lives later.

Several studies in the Western countries have discovered that the literacy level among parents and the differences in parental views on how to help children learn to read have important implications for the development of children's reading motivations (Goldberg, Reese, & Gallimore, 1992). But how much do parents read at home? That has a lot to say about the current problem with reading among Malaysian in general.

A study of the reading habits of Malay matriculation students (Pandian & Latiff, 1997) found that 79 per cent spent less than an hour a week reading English for pleasure while 88 per cent spent less than four hours a week reading Bahasa Malaysia materials. It also found mothers were a strong influence in promoting the reading habit and parents

who shared reading activities with their children motivated them to enjoy reading. Thirty-one per cent of the respondents said their fathers introduced reading materials to them while 59 per cent said mothers were responsible. The study also found that students from higher-income families obtained better grades in Malay and English.

It appears that in Malaysian situation, there have not been many studies conducted on the topic of how the home environment and the parents help to give the students the drive and motivation to read, especially when it comes to reading in English as a second language. There is a need to examine how parental encouragement of reading at home by providing varied reading materials, adult modeling and parental teaching behaviors influence a child's motivation toward reading. Actually, many parents are unaware of the positive influences and impact they have on their children.

Recognizing the important role that parents can play in helping the children's literacy development is certainly not a very new phenomenon. It has been in the blood and sweat of all races in Malaysian society. In the years prior to independence of the country, Malays were more concerned in sending the children to religious schools and the literacy rate among them in Malay and Arabic, the language of the Quran was high. It was only the literacy rate in the second language, or the official language at that time, English among the Malays was not equally valued as the more urban Chinese and to some extent the Indian. However, when it comes to literacy in English, efforts have been scanty among the Malay parents, probably because of themselves are not adequately educated in the second language.

The concept of family literacy has been derived from a variety of spheres including early reading, emergent literacy, and parent-child interactions. In the 60s, many

studies have begun to focus more on the role of home variables in predicting school success (Snow et al, 1991). In recent year, family literacy has become a national movement.

Recently, the proverbial hornet's nest was stirred by the Prime Minister's proposal to introduce English medium schools if there is enough demand. Much has been said in the ensuing weeks with many comments laced with nationalistic and ethnic rhetoric on an understandably emotional issue. It is important to examine this issue objectively if we are to make any headway. The greatest demand for English medium schools likely to be from urbanites who support this proposal and not those from rural areas who are likely to be more suspicious of the move.

FELDA is also concerned with the poor performance in the English language among the children of the settlers. With their low proficiency in the English language, many of them cannot go beyond secondary education, thus ending up as second generation settlers or as general factory workers. This may due to several reasons and factors which somehow affect students' ability to learn the English language. The lack of teachers' proficiency, unattractive methodologies, unsuitable text books and lack of support from FELDA's managers are the statements that came out from those who are concerned with the student's performance in learning English language. FELDA, aims to optimize learning among the children of FELDA's settlers, have initiated different educational activities in all the subjects to be taken by the children, such as having UPSR workshop and others.

However, this problem cannot be resolved by only one party. In order to solve the problem, it is important that the environment of the home and the people's involvement

in supporting the learning of the English language be studied. Parents play a crucial role in sustaining the learning of English (Henderson & Berla, 1994). When parents participate in their children's education, it can increase students' achievements and improve students' attitudes toward learning. Not many comprehensive studies have been conducted on addressing this important issue. To sustain the learning of English, parents and the community must take a leading role to provide conducive environment and further motivate the students to use English at home and in the community. Recommendations and guidelines for parents in providing favorable environment are important as most parents are ignorant about the ways they can do to help their children learn and use the language at home.

Research Objectives

This study was conducted to contribute academically to a better understanding of the problems in English language literacy among the children of FELDA settlement areas. It will provide a window to determine the reasons behind the failure in the English language subject by the students who come from the rural areas. The research objectives are:

1. To identify the encouragement and support provided by parents in learning of the English language at home.
2. To identify whether conducive environments are available at rural areas.
3. To analyse the sustainability of learning of English in the rural areas.
4. To identify ways to sustain and encourage the learning and use of English outside the school.

Rational of Studies

The importance of conducting this research is:

1. To share information with parents on what they can do in producing a conducive and effective environment for their children's learning process and what role they can play in helping their children to increase their learning strategies and abilities in acquiring the English language.
2. To identify whether factors such as parents' level of education, type of work, financial status, facilities provided, and inside and outside home interactions can sustain the learning of English.
3. To share recommendations and guidelines for parents in providing conducive environment as most parents are ignorant about the ways they can do to help their children learn and use language at home.
4. To analyse and propose to the various parties involved such as parents, FELDA's and school's administrator that in educating their students, active involvement from their side is important.

Scopes

The scope of the study includes the following:

- i) Age group: The participants are chosen among settlers who have school-going children.
- ii) Geographical area: The participants are parents from different FELDA scheme namely FELDA Tenggara 1, FELDA Tenggara 2, FELDA Tenggara 5, FELDA Tenggara Selatan, Felda Endau area.

- iii) Area of study includes: i) analyzing the environment for the learning of English; ii) analyzing the involvement of different stakeholders in the learning of English by children; iii) analyzing the efforts made by the community in supporting the learning of English.

Significance of the study

It is the hope of most parents to see that their children succeed in school and in their career. Some of them take the initiatives and provided their children with ample opportunities to excel in their education. Some provided example of how to succeed in schools by providing enough materials to read at home, not waiting for the schools to provide everything to their children. Literacy activities are encouraged at home through mediation, interaction, discussion, reading activities and many more. When literacy practices are not engaged in the home environment, children will have difficulty in coping with the education in schools. Children who gain familiarity and practice with exposure to print are more likely to be skilled during the initial acquisition stage, more likely to become involved in reading-related activities, and more motivated to read. On the other hand, children who have fewer encounter with print, may lack the initiative and interest in reading and writing.

This study is important in different ways. First, it is important that parents and community be alerted to the problems in learning of English at home. Parents should have a hand in their children's learning and not just depend on teachers in schools. Second, the study will provide data regarding the role of parents in FELDA Johor Bahru about their contributions to the learning of English of their children. This is important as not many studies have looked at the literacy development in FELDA areas. Third, the

study will be useful for FELDA's management in coming up with literacy initiatives related to the teaching of English in the community. FELDA can actually work with parents to start reading program in the community. Finally, the study is important because it delves into the basic problem of the Malays who is the main race in the country and who control the political position of the country.

Definition of Terms

Competence - Competence constitutes, when learners acquire the English language, the internalized rules, which are then organized into a system. Some researcher, for example, Chomsky viewed competence as entirely linguistic while others for example, Hymes viewed it as communicative. Communicative competence' consists of both knowledge linguistic of rules.

Proficiency - Linguistic systems and skills, context, overall proficiency and communicative use reformulates what 'proficiency' is when linked to use in certain specific situations.

Urban area - Urban area can be broadly defined as the area that having the refined manners or polite society, characteristic of city of life.

Rural area - The rural area is the place where it is of or pertaining to the country as opposed to the city.

Home Environment – The situation or anything related to the place where people live.

CHAPTER 2

LITERATURE REVIEW

Introduction

Listening and talking are the beginnings of literacy learning. Literacy develops as the children experiences reading and writing in different ways for different purposes. Literacy learning depends on understanding, not on practical skills out of context. To help a child toward literacy, the adult must have the ability to recognize what the children know and guide their literacy learning by building on this at appropriate times. Literacy learning happens when children are surrounded by people who listen, talk, think, read and write; can see purposes to reading and writing; share experiences and share books; see print around them; have models of how people read and write; have opportunities to read and write; know people expect them to read and write; experience

The feeling of success makes them feel responsible for their own reading and writing; have confidence in their ability; and understand what reading and writing and learning can do for them (Greene, 1992). Learning and talking are the collaborative learning during which adults totally support the inexperienced learner by building on present understandings and making them aware of what they do know that has the greatest effect on future literacy attitudes (Greene, 1992). The informal situation – the natural, easy relationship of one adult to children will create a dynamic and powerful learning environment. Heath, (1983) states that critical to the acquisition, retention, and extension of reading and writing habits are the following: the ability to analyze language in bits and pieces, recognize patterns in prints and link patterns to oral language; textual

communications must be developed to allow opportunities to talk about knowledge from reading and transmitted into writing. Interaction must take place around the goal of determining a meaning for text. Heath (1986) comes up with the uses of literacy as: instrumental, social interactional, news related, memory – supportive, provision of, permanent record, confirmation and substitutes for oral message

Family Literacy Models

There are different models of family literacy that have been forwarded by different expert in the area of literacy mostly in American society. Most of the models vary in their scope and intensity. Some are school-based; others are located in community centres, libraries, workplaces, and universities or at home. The basis of most of the literacy models is that when parents become more active and involved in their children's literacy, learning will occur in the children. This is supported by the idea that parents are the child's first teacher. In fact, parents are the sole motivator and facilitator of children at home. Parents' role as teacher at home actually starts even before the child is born, by talking the fetus in the mother's tummy.

Family literacy initiative fall into three different categories (Morrow & Paratore, 1993): 1) home-school partnership programs, 2) intergenerational literacy programs, 3) literacy within families. Home-schooling partnerships are designed to get parents to be more involved in their children's schooling and academic success. Different programs such as Program for Preschool Youngster (HIPPO) and Reading is Fundamental (RIF) help parents prepare their children for success upon entering school (Morrow, Tracey & Maxwell, 1995). Intergenerational literacy initiatives are designed to improve the literacy development of both children and parents. Adults are taught new literacy skills as well as

how to help their children grow as readers and writers, Program such as Even Start and those sponsored by the National Center for Family Literacy (NCFL) deliver instruction directly a to both adults and children, separately and together.

The third category family initiatives includes research that explores use of literacy with families that involves the observation and description of literacy events that occur in the routine of daily lives (Morrow & Paratore (1993). These initiatives have no connections to school goals. The focus is on how the families use literacy to mediate their social and community lives. The efforts in this category focus on what can be learned from and about families (Morrow & Paratore, 1993). Researchers talk to families about their lives, observing their uses of literacy and collecting writing samples of the children. Some of the studies done on literacy development among communities are by Heath (1983); Taylor and Dorsey-Gaines (1988); and Teale (1994).

One study by Paratore (1993), investigated the influence of an intergenerational approach to literacy learning. He looked for an increase in the number of times parents were reading to their children, a larger emphasis being placed on asking about homework, and an increase in family visits to the library. Similarly, Tucker and Hill (2000), documented literacy-related behaviors, including frequency of reading aloud and frequency of trips to the library as indicators of positive change.

Parental Involvement

Parents are children first teacher. Parents play a major role in their children's academic success. Parents can actually offer a lot of things to their children. Parental involvement of different kinds and degrees in a child literacy development can produce significant results that would not otherwise occur. Home environment that provide

different readily accessible reading and writing materials, parents who are always in the habits of reading at home, parents who spend time with the children at home reading, parents who themselves read books and newspaper, parents who are responsive towards encouraging the children to read will actually provide different experiences for their children. The children will eventually see that the environment is there for reading. The children will develop an interest in reading in themselves, a desire to flip books and other reading materials, and the ability to read early (Morrow, 1989). Research strongly suggest that when parents are involved in their children's reading in substantive, consistent, and ongoing ways, the children experience significant and substantial improvement in reading (Fan, 2001). Other studies also reported on the positive influence on children's learning across a wide range of populations (Xin, 1999). Stevenson and Baker (1987) investigated whether parental involvement in schooling is one way by which parent's educational status influences the child's academic achievement. Their results indicated that parents with more education are more involved in the activities of the school, and parents of younger children are more likely to be involved than are parents of older children. It is questionable whether all parental involvement efforts are the same. Epstein and Becker (1982) found that certain types of parental involvement, such as creating more home-learning activities, have grater potential than traditional annual visit to school.

In addition to improvement in literacy development, parental involvement has also been associated with the influence on children's attitude and motivation (Morrow & Young, 1997). One of the explanations about the effect on attitude is that it improves the children's cognitive skills that make them more likely to complete their academic work

successfully. It can be said that a child who receives help with schoolwork develops more competence in the skills. Reading and encouraging reading at home can be one way to help children in their literacy development. The amount of reading that students engage outside of school is positively associated with progress in reading.

Parents' background

Parents' involvement may or should also be viewed from many aspects. Environmental, social and economic factors is very important on student's performance. Taking economy as an example, parents in economically disadvantage families will face particular difficulties when attempting to participate in their children's education. As an example, parents with low-wage jobs, face losing their jobs if they take time off work to attend meetings or functions. Parents in low-paying jobs often must work long hours to earn enough to support their families. Also, parents who are not well-educated themselves may find it difficult to help their children with their homework (Brough & Irvin, 2001)

What can we do to increase parent involvement in their students' education? First, learn as much as we can about students' backgrounds and neighborhoods before school starts and throughout the school year. Is English spoken at home? Are their neighborhoods safe and clean? Then, plan on ways to make families comfortable in the classroom from the very first day of school. Most children who are raised in a more favorable family environment showed the benefits, both academically and socially. In a study of the diversity of achievement in a black children, Luster and McAdoo (1994) found that, overall, high achievers had relatively intelligent and educated mothers, came from smaller families that were financially more secured, and had a more supportive home environment.

Facilities

Parents' should be able to provide facilities for their children's language learning. Children's success in reading comprehension is directly related to the availability of reading materials in the home. Facilities like extra books and magazine is so important in order to improve student's achievement and understanding in English language.

Apart from that, it is important for parents to control the amount of television their children are watching. Department of Education Research found that while 73 percent of parents desire to limit their children's television viewing, many find it difficult to monitor these limits due to their own busy schedule. However, that a significant loss in academic achievement resulted when children spend more than 10 hours a week watching television.

Monitoring children's homework can also increase academic achievement. It is no need for parents to know all the answers. But, more important to demonstrate their interest by providing a quiet, well-lit place for doing homework, encouraging children's effort, being available for questions and willing to discuss the material the child is learning (Brough & Irvin, 2001).

Krashen's theory of second language acquisition consists of five main hypotheses:

- i) The Acquisition-Learning hypothesis;
- ii) The Monitor hypothesis
- iii) The Natural Order hypothesis
- iv) The Input hypothesis
- v) The Affective Filter hypothesis

The Acquisition/Learning hypothesis

The Acquisition-Learning distinction is the most fundamental of all the hypothesis in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language which is natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The different meaning between acquisition and learning are as follows: i) **acquisition** - Implicit, subconscious, informal situations, uses grammatical 'feel', depends on attitude, and stable order of acquisition. ii) **learning** - explicit, conscious, formal situations, uses grammatical rules, depends on aptitude, simple to complex order or learning.

The Monitor hypothesis

The Monitor hypothesis encapsulates the relationship between acquisition and learning defines the role of grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three

specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. The role of the monitor is or should be minor, being used to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

The Natural Order Hypothesis.

The natural order hypothesis draws on second language acquisition research literature that indicates that learners may follow a more or less invariant order in the acquisition of formal grammatical features. This hypothesis states that we acquire the rules of a language in predictable sequences. Some rules are acquired early while others are acquired late. Further, Krashen asserted that the natural order is independent of the order in which rules have been taught. Most of the evidence for this hypothesis comes

from the morpheme studies, in which children's speech have been examined for accuracy of certain grammatical morphemes (Lightbrown & Spada, 1993).

The Input Hypothesis

“Humans acquire language in only one way, which is by understanding messages or by receiving “comprehensible input”. Krashen cited many varied line of evidence for this hypothesis, most of which appeal to intuition, but which have never been substantiated by empirical studies. According to him, Comprehensible input is a necessary but not sufficient condition for acquisition. The other necessary condition relates to hypothesis number 5, which The Affective Filter hypothesis (Lightbrown & Spada,1993).

The Affective Filter Hypothesis.

A learner who is tense, angry, anxious or bored will screen out input, making it unavailable for acquisition. Thus, it depends on the learner whether he is stressed, self-conscious or unmotivated. The affective filter concerns attitudinal variables that affect ‘acquisition’. Learners with optimal attitudes have a low affective filter. This means they try to get more input, and are more receptive to the input they get.

Factors involved in learning or acquiring English as second language.

A number of researchers have come out with their own theories regarding the process of acquiring a language which are derived from many aspects of human ability and development process in second language acquisition. According to Lightbrown & Spada (1993), factors such as attitude, motivation, learning strategies, level of language learning, proficiency, personal traits, sex, aptitudes and exposure to language can influence the process of learning a language.

Besides the internal process of acquiring a language, there is also an external process which somehow can affect the ability of a child to learn a language. Therefore within the context of this research, the parental influence or involvement in their children process of language learning will be identified to better understand the problem in English language literacy among the children of FELDA settlement areas.

The Community - FELDA

FELDA was established on the 1 of July, 1956 under the Land Development Ordinance 1956. The main role of FELDA was to open new land to be developed into estate or plantation, thereby creating villages or communities of plantation workers or settlers. Apart from that, the establishment of FELDA was also to provide land scheme to the citizens who do not own land with the aim of improving their livelihood. FELDA scheme established a “complete whole” system by providing all the amenities and support to improve the livelihood of the settlers in terms of financial, economic and educational and spiritual matters. In line with this land development scheme, self and family developments are emphasized by providing social and community development programs covering all aspects of the settlers’ lives.

One of the objectives of FELDA is to shape rural communities with positive attitude towards development, communities that are progressive, disciplined and modern. Producing children who excel academically is among the main agenda of FELDA management. Every year, various efforts have been initiated by FELDA and educational officers who are concerned in solving the academic problem of the children of FELDA (Sulong, 1985). Therefore, the FELDA management and the settlers’ community have

worked together to form different committees to oversee various educational activities in each respective scheme. These committees are summarized below :

1. Committee for Community Development - plans and gets feedback from the community, establishes Educational fund and initiates program work force.
2. Educational Bureau - plans and carries out adult classes, counsels parents on children educational excellence, runs campaign on the importance of knowledge, conducts seminar, courses, workshops, dialogues, etc related to academic excellence and establishes and runs reading room.
3. Educational Consultative Council plans the overall educational activities of each school & parents, gets support and aid from leaders and community members in carrying out school activities, establishes the concept of “School and Community” conducts programme effectiveness analyses, and acts as a consultative body to all the educational programmes conducted.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The aim of this study is to investigate the literacy environment made available by the family in helping the children in the English language at home. The data for this study will be collected through distributing questionnaires to the parents, interviews with selected parents and observation of the home environment.

Research design

The aims of this research were to identify the encouragement and support provided by parents in the learning of the English language at home (which includes whether conducive environments are available at home or in the community). Therefore the research used one set of questionnaire. The research questionnaire includes questions regarding students' background, their parents' level of education, type of work, financial status, facilities provided and finally the social interaction.

Research location

Data were collected at Felda Tenggaroh 1, Felda Tenggaroh 2, Felda Tenggaroh 3, Felda Tenggaroh 4, Felda Tenggaroh 5, Felda Tenggaroh Selatan and Felda Endau, Mersing, Felda Endau, Mersing. The selection of this location was based on the hypothesis that the family background of the students at this place can influence their learning process because of its locations are in the rural area.

Respondents

The respondents of this research were parents, community leaders and FELDA's officers. It involved all the age and race from that area.

Research Instrument

We used three research instruments in collecting the data. After taking into consideration the advantages of other instruments, the researcher decided to use a set of questionnaire, interview and observation to collect all the needed information from the respondents. Secondary data will be collected from literature review (written & online), thesis and newspaper.

Questionnaire

Questionnaire was based on one set of criterion that has been adapted from the previous research.

Part A: Information about student

Part B: Information about parents

Part C: Information about parents' perception towards learning English.

Interview

This research was also carried out using data collected through interviews with 1) The different stakeholders: the parents, the community leaders and the FELDA's management. 2) Observation.

Research procedures

Our research procedure is included:

Literature review

Prepare questionnaire

Prepare observation sheet

Prepare interview question

Data collection: i) Distribute questionnaire
 ii) Conducting Interviews

Data Analyses

Identify interviewees.

Data analysis

All the data that come out from the research were analyzed based on two ways of data analysis, where it is quantitative analysis and qualitative analysis.

Quantitative Analysis.

The data will be analyzed using the “Statistical Package for Social Science or (SPSS).” This analysis used simple statistical techniques such as percentage and average. The findings were presented in the form of table.

Qualitative Analysis.

Qualitative analyses were done according to qualitative technique. Qualitative data would support the quantification of data from the questionnaire.

CHAPTER 4

DATA ANALYSIS

Introduction

Chapter IV discusses the results from the questionnaires distributed and the interviews conducted with the respondents. 78 questionnaires were distributed to respondents and the results from the questionnaire and the interview will use to determine the factor of the students' background in helping the students to acquire English language.

The data analysis is divided into three main areas. Part A discusses the background of the target group or the students, which include their gender, age, number of siblings and English language final year examination result. Part B discusses the background of the respondent of this research (parents). Finally, Part C discusses parents' perception towards learning English.

The Questionnaires

In getting the result for this research, 78 questionnaires were distributed to parents. The parents gave full co-operation to the researcher by giving them co-operation. The information gained from the questionnaires was analyzed using the 'Statistical package for Social Science (SPSS) for WINDOWS Release 7.5'.

Background of the target group.

The target respondents of the study are parents who have sons or daughters studying in the primary or secondary schools from Johor Bahru FELDA's Settlement area, Johor. They include students of both genders. Table 1 below shows the percentages of gender of the respondents.

Table 1: Analysis of respondents' gender.

Gender	Number of Respondents	Percentage (%)
Male	40	51.3
Female	38	48.7
Total	78	100

Based on the returned questionnaires, it is found that from 78 students selected, 40 of them (51.3 %) are male while 38 of them (48.7 %) are female.

Students' English language examination result.

All of the respondents have children who are still in primary schools. Therefore their children have English class every week to attend and English language examination to take. Table 2 indicates the percentage of students' English language examination results in school.

Table 2: Students' English language examination result.

Result	Number of respondents	Percentage (%)
A	11	14.1
B	25	32.1
C	33	42.3
D	7	8.9
E	2	2.6
Total	78	100

Based on the data received, it shows that 11 students or 14.1 % of the students received an A in their English language examination. 25 students or 32.1 % meanwhile received a B. For the C result, it shows that nearly half of the students with 42.3 % or 33 students got C in their final year examination and 7 students received D for English

language subject. Apart from that only 2 students received an E or 2.6 % failed their final examination and received an E result. From the data, it shows that the students' average level of English is around the grade of B and C, an average performance given for students from rural area schools. The low performance of the students is caused by several reasons. This study is conducted to look into the reasons for the low performance in the English language among the children.

Respondents' age.

The settlers of FELDA come from different walks of life who joined FELDA to find a better life for their children. Table 3 shows the percentages of parents' age and the analysis of parents' age is as follows:

Table 3: Respondents' age

Age	Number of respondents	Percentage (%)
30 to 35 years old	2	2.6
35 to 40 years old	14	17.9
41 to 45 years old	15	19.3
46 to 50 years old	28	35.9
51 to 55 years old	11	14.1
56 to 60 years old	4	5.1
61 to 65 years old	4	5.1
Total	78	100

From the data obtained, it is found that 2 or 2.6 % of the parents are with age around 30 to 35 years old. For ages from 35 until 40, a total of 14 or 17.9% parents in this group. Meanwhile for the ages 41 until 45, a total of 15 or 19.3 % are in the group. As the years increased, 28 or 35.9 % parents are with age around 46 to 50 years old. 11 parents

or 14.1 %, on the other hand are with age between 51 to 55 years old. Finally, 4 parents are with age around 56 to 60 and also 4 parents are with age around 61 to 65. Most of the parents who took part in the study were FELDA settlers who are at the age of 40 to 50 years old. In this age range, the majority of them are married with several children who would be mostly attending primary school. However, there are also parent who have children who are attending high school.

Respondents’ level of education.

The settlers came from a very varied background and level of education. Table 4 indicates the percentages of respondents’ level of education. The analyses of the findings are as follows:

Table 4: Respondents level of education.

Level of education	Number of respondents	Percentage (%)
Primary school	31	39.7
SRP	15	19.2
SPM/SPMV	23	29.5
STPM	1	1.3
CERTIFICATE	6	7.6
DIPLOMA	1	1.3
DEGREE	1	1.3
TOTAL	78	100

As shown from the data above, 31 parents or 39.7 % with primary school as their highest level of education. 15 or 19.2 % meanwhile, are parents with SRP or Sijil Rendah Pelajaran. For SPM or SPMV, 23 parents or 29.5 % are at this level of education. For STPM however, only 1 parent or 1.3 % with this level of education. For higher level of education, as many as 6 parents or 7.6 % have certificate as their highest level of

education and 1 parent have a diploma and degree as their highest level of education. From the findings, it is clear that many students have parents (40 %) with primary school as their highest level of education. As primary school certificate holders, the parents have difficulty to help the children with the English language. However, for SPM certificate holders or higher, they might have the capability to help their children with the English language at home.

Respondents' type of work

Table 5 indicates the percentages of parents' type of work and analysis of parents' type of work are as follows:

Table 5: Respondents' type of work

Type of work	Number of respondents	Percentage (%)
Work alone	50	64.1
Government	14	17.9
Private	14	17.9
Total	78	100

Based on the information gained, there are three types of work that the parents are working in. As we can see, majority of parents work on their own. Based on the table, from 78 respondents, 50 of them or 64.1 % worked independently such as a settler. 14 respondents or 17.9 % on the other hand worked such as a government servant such as a Felda Officer and Felda's Administration Clerk. Another type of work is in the private sector. In this type of work, 14 respondents or 17.9 % worked in this sector. This includes working as lorry drivers and factory workers.

Respondents' income per-month.

The level of income has a lot to do with the level of educational assistance that parents can offer to their children, such as providing adequate facilities at home for study.

Table 6 indicates the monthly income received by parents and the analysis is as follows:

Table 6: Respondents' income per month.

Income per month	Number of respondents	Percentage (%)
Below RM 300	2	2.6
RM 301 to RM 500	13	16.6
RM 501 to RM 750	27	34.6
RM 750 to RM 1000	12	15.4
RM 1001 to RM 1500	11	14.1
RM 1501 to RM 2000	5	6.5
More than RM 2000	8	10.2
Total	78	100

From the total of 78 respondents, 2 respondents or 2.6 % has income below than RM 300. 13 respondents meanwhile or 16.6 % have income between RM 301 until RM 500. However, 34.6 % or 27 respondents have income between RM 501 until RM 700 per-month. For higher income per month, a total of 12 parents or 15.4 % have income between RM 750 until RM 1000 per-month. 11 parents or 14.1 % on the other hand, have income between RM 1001 until RM 1500 per-month. For income between RM 1501 to RM 2000 per-month, there are only 5 respondents or 6.5 % and 8 respondents too or 10.2 % has income of more than RM 2000 per-month. The majority of the respondents have income between RM 301 to RM 750, which is still low.

Respondents ask their children to help them with their work.

Do parents expect their children to help them with their work? Table 8 indicates the percentages of responses of parents that ask their children to help them with their work. The analyses are as follows:

Table 7: Respondents ask their children to help them with their work.

Statement	Number of responses	Percentage (%)
Strongly disagree	3	3.8
Disagree	42	53.8
Unsure	12	15.4
Agree	19	24.4
Strongly agree	2	2.6

Table 7 above shows that 3 respondent or 3.8 % strongly disagreed with the statement that parents ask their children to help them with their work. 42 respondents however, or 53.8 % disagreed that parents ask their children to help them doing their works. 15.4 % or 12 respondents meanwhile were unsure. However, 19 respondents or 24.4 % agreed with the statement and always asked their children to help them doing their work and 2 other strongly agreed with the statement given. Another words based on the findings, it shows that from 78 parents, 47 of them or 60.2% did not ask their children to help them doing their work. 12 parents more or 15.4 % are not sure and 21 parents more 26.9% ask their children to help them with their work.

From the result, it can be said that a majority of the parents do not like to ask their children to help them in their job. This means, majority of the children can spend more time in their study as they do not help their parents. However, there are also parents who

still expect their children to help them with their work. This may be that the parents are old and need their children's help.

Type of Works Produce Difficulty to Discuss English Lesson.

The majority of the respondents are FELDA's settlers who work in the oil palm plantation. As the majority of them do not speak English at work, the parents are finding it difficult to help with their children's lesson, especially in the English language subject. Table 9 indicates the percentages of responses of works that parents do make it difficult for them to discuss their children's lesson especially English language lesson. The analyses are as follow:

Table 8: Type of Works Produce Difficult to Discuss English Lesson.

Statement	Number of respondents	Percentage (%)
Strongly disagree	10	12.8
Disagree	19	24.4
Unsure	12	15.3
Agree	26	33.3
Strongly agree	11	14.1

From Table 8, from a total of 78 respondents, 10 respondents or 12.8% strongly disagreed with that statement that works that parents do make it difficult for them to discuss their children's lesson especially English language lesson. 19 respondents meanwhile or 24.4% disagreed with the statement given. 12 respondents too or 15.3% were unsure regarding the same statement given to them. Also, 26 respondents or 33.3% agreed, and 11 more respondents or 14.1% strongly agreed. In average, it is clear that 37 parents or 47.4% have difficulty to discuss their children's English language lesson. Meanwhile, 15.3 % or 12 parents were not sure. From the findings, we can see that the

work factor, which the parents do actually make it difficult for them to discuss their children's lesson especially English language lesson. However, based on the interviews conducted, it was found that many of the settlers actually doing some part time work outside their working time such as a home building to look for more income. We can conclude here that the above factor is the reason that many parents have difficulty to discuss their children's homework or study, especially in the English language lesson.

English is important and needed in the respondents' work.

What do the parents feel about the English language? Do they see it as important in the line of work? Table 9 indicates the percentage of response of English language is important and needed in the work that parents do. The analyses are as follows:

Table 9: English language is important and needed in the respondents' work

Statement	Number of respondents	Percentage (%)
Strongly disagree	5	6.4
Disagree	18	23.1
Unsure	16	20.5
Agree	27	34.6
Strongly agree	12	15.4

Table 9 shows that from the total of 78 respondents, 5 respondents or 6.4% strongly disagreed with the statement that English language is important and needed in the work that parents do. 18 respondents or 23.1% meanwhile disagreed that English language is important and needed in their work. 16 or 20.5% respondents on the other hand are unsure with the answer. From the interview, it was found that the English language is not important at their work place because most of them work in the plantation

field that rarely utilize English at work. However, in some instances, as in the marketing of oil palm by the managers, English would be seen as important as it is the only way to market the oil. From time to time, different tourists come to the FELDA's areas to see for themselves the work and system adopted by FELDA. Here the use of English is seen as relevant.

Parents are encouraged and trained to speak in English at work place.

Table 10 indicates the percentages of responses of parents are encouraged and been trained to speak in English at work place. The analyses are as follows:

Table 10: Parents are encouraged and trained to speak in English at work place.

Statement	Number of students	Percentage (%)
Strongly disagree	15	19.2
Disagree	30	38.5
Unsure	9	11.5
Agree	23	29.4
Strongly agree	3	3.8

From the data obtained (Table 10), it presents that 15 respondents or 19.2% strongly disagreed with the statement that parents are encouraged and been trained to speak in English at work place. 30 respondents more or 38.5% disagreed with the same statement given. 9 respondents however or 11.5 % are unsure with the answer for this statement. For the rest, 23 respondents or 29.4 % agreed with the statement given and 3.8 % or 3 respondents more strongly agreed with statement of parents are encouraged and been trained to speak in English at work place. In other words, a total of 45 parents

or 57.7% not encouraged and been trained to speak in English at work place. 9 parents or 11.5 % however are unsure. The balance with parents or 33.3 % are encouraged and been trained to speak in English at work place. This due to the same reason that some of them were working as administrator, teacher, and Felda officer where they were encouraged and have been trained to speak in English. These findings were obtained during the interview with the parents.

Parents' level education in correlation to students' performance.

Parents' level of education was also analyzed to determine its relation with the students' performance in learning the English language. In searching for the needed information, questions were asked to the parents regarding their level of education. The results obtained were analyzed and the percentage was also determined to know the response from the questions asked.

Parents do not understand and have difficulty to speak in English.

The level of understanding and usage of the English language among parents of the FELDA's settlers was also assessed. Do they speak or understand the language? This is important as it can show the ability of helping the children with the language. Table 12 indicates the percentages of response of parents in understanding and having difficulty to speak in the English language.

Table 11: Parents do not understand and have difficulty to speak in English.

Statement	Number of respondents	Percentage (%)
Strongly disagree	3	3.8
Disagree	11	14.1
Unsure	14	17.9
Agree	38	48.7
Strongly agree	12	15.4

Table 11 shows that from the 78 respondents, 3 respondents (3.8%) strongly disagreed with the statement that parents do not understand and have difficulty to speak in English language. 11 respondents or 14.1 % disagreed with the same statement given. Meanwhile 14 respondents on the other hand or 17.9 % are not sure with their answer regarding the statement that parents do not understand and have difficulty to speak in English language. However, 38 respondents or 48.7 % agreed that parents do not understand and have difficulty to speak in English language and 12 respondents more or 15.4% strongly agreed for the same statement given. This results, in other words show that 14 parents or 17.9 % understand and have no difficulty to speak in English. Meanwhile, 14 parents or 17.9 % were not sure whether they do not understand and have difficulty to speak in English or not. However, a majority of them, with 50 respondents or 64 % do not understand and have difficulty to speak in English language. Based on the interview, it was found that many parents do not understand and have difficulties to speak in English due to the reason that their level of education is low. Besides that they feel shy to speak in English language because they are not very familiar with the language. From the findings, it is clear that the parents really have a difficulty to understand and converse in the English language due to their level of education.

Parents know the importance of education for their children’s future.

Education is the critical factor in ensuring the future of our next generation. Many people including parents should be aware of this fact. Table 13 indicates the percentages of response of parents on the importance of education for their children’s future.

Table 12: Parents awareness of the importance of education for their children’s future

Statement	Number of respondents	Percentage (%)
Disagree	1	1.3
Agree	19	24.4
Strongly agree	58	74.3

For the factor of the importance of education for their children in the future, Table 12 shows that from a total of 78 respondents, only 1 respondents or 1.3 % disagreed with the statement that parents know the importance of education for their children’s future. Meanwhile, 19 respondents or 24.4 % agree with the above statement. In addition, a majority of them with 58 respondents or 74.3 % strongly agreed with the statement that parents know the importance of education for their children’s future. It is clear that a majority of the parents (98.7 %) know the importance of education for their children to concentrate on their study. The results show that parents are aware of the importance of education for their children to have good and bright future.

Parents encourage their children to further their study until the highest level.

Table 13 indicates the percentages of responses of parents' encouragement of their children to further their study until the highest level. The analysis of the findings is as follows:

Table 13: Parents encourage their children to further study until the highest level.

Statement	Number of respondents	Percentage (%)
Disagree	1	1.2
Agree	15	19.2
Strongly agree	62	79.5

Table 13 shows that only 1 respondent or 1.2 % disagreed with the answer for the statement that parents encourage their children to further their study until the highest level. Meanwhile, 15 respondents or 19.2 % agree that parents encourage their children to further their study until the highest level. Here it shows that only 1 parent does not encourage their child to further his/her study. Majority of respondents (62) or 79.5% strongly agreed that parents encourage their children to further study until the highest level possible. For this statement, it can be said that almost all the parents (98.7%) encourage their children to further study until the highest level possible.

Parents' Perception on the importance of learning and mastering English for their children future.

Table 14 indicates the percentages of response of parents' perception on the importance of learning and mastering English language for their children's future. The analyses of the percentages are as follows:

Table 14: Parents’ Perception on the importance of learning and mastering English for their children future.

Statement	Number of students	Percentage (%)
Disagree	2	2.5
Unsure	3	3.8
Agreed	38	48.7
Strongly agree	35	44.9

The table shows that from out of 78 respondents, 2 respondents or 2.5 % disagreed with the statement that parents know the important of learning and mastering English language for their future. Meanwhile, 3 respondents or 3.8 % were unsure and 38 respondents more 48.7 % agreed with the statement that parents know the important of learning and mastering English language for their future. 35 respondents on the other hand or 44.9 % strongly agreed with the same statement asked to them. According to average shows, only 2 parents or 2.5 % does not know the important of learning and mastering English language. From the findings, it can be said that parents know that English language is important and needed and as of that it is essential to learn and master the language.

Parents’ level of education makes it difficult to help their children to learn English.

Table 15 indicates the percentages of response of parents’ level of education makes it difficult to help their children to learn English language. The analyses are as follows:

Table 15: Parents’ level of education makes it difficult to help their children to learn the English language.

Statement	Number of respondents	Percentage (%)
Strongly disagree	4	5.1
Disagree	13	16.7
Unsure	6	7.7
Agree	39	50
Strongly agree	16	20.5

Table 15 shows that from a total of 78 respondents, 4 respondents or 5.1 % strongly disagreed with the statement that parents’ level of education makes it difficult for them to help their children to learn English language. 13 other respondents or 16.7 % meanwhile, disagreed with the same statement asked to them. 6 respondents however or 7.7 % are not sure with their answer regarding that statement. However, 39 respondents or half from the respondents on the other hand agreed with the statement that parents’ level of education makes it difficult for them to help their children to learn English language. In the average these results tell us that from a total of 78 parents, 17 parents or 21.8 % have no difficulty to help their children to learn English language, 6 parents were not sure and majority with 55 parents or 70.5 % have difficulty to help the children to learn English language because of their level of education and don’t have better understanding and acquisition in English language. From the situation that we have seen here, it is clear that the level of education received by the parents makes it difficult for them to help their children in learning the English language.

Parents do not like their children to learn English language because it is difficult to understand.

Table 16 indicates the percentages of response of parents who do not like their children to learn English language because it is difficult to understand. The analyses of percentages are as follows:

Table 16: Parents do not like their children to learn English language because it is difficult to understand.

Statement	Number of respondents	Percentages (%)
Strongly disagree	40	51.2
Disagree	31	39.7
Unsure	6	7.7
Agree	1	1.3
Strongly agree	0	0

From the table shown above, from out of 78 respondents, 40 respondents or 51.2% strongly disagreed with the statement that parents don't like their children to learn the English language because it is difficult to understand. 31 more or 39.7 % meanwhile disagreed with the same statement given. 6 respondents or 7.7 % are not sure when they were asked the statement that parents don't like their children to learn English language because it is difficult to understand. For the rest, only 1 respondent or 1.3% agreed and no respondent strongly agreed when they were asked the same statement. From the average, we can see that a total of 71 parents (91.0 %) like to see that their children learn English even though the language is difficult to understand. 6 parents (7.7 %) are

not sure and the rest with only 1 parent (1.3 %) don't like their children to learn English language. From the analysis, it is clear that the parents have a positive view regarding the English language as many of them like their children to learn English language even though it is difficult to understand.

Parents' financial status in relation to students' performance.

Another factor analyzed in this research is parents' financial status. In collecting the data, the topic is divided into 5 sub-questions were asked to the parents in the questionnaires.

Parents always have financial problem in life.

Table 17 indicates the percentages of response of parents always have financial problem in life. The analysis of the percentages is as follows:

Table 17: Parents always have financial problem in life:

Statement	Number of respondents	Percentage (%)
Disagree	34	43.6
Unsure	13	16.7
Agree	27	34.6
Strongly agree	4	5.3

The data obtained (Table 17) shows an almost balance response that from out of 78 respondents, 34 of them or 43.6 % disagreed when they were asked whether parents always have financial problem in life. 13 respondents on the other hand or 16.7 % were unsure, 27 respondents or 34.6 % meanwhile agreed with the statement, and finally 4

more respondents or 5.3 % strongly agreed with the statement that parents always have financial problem in life. This clearly shows that 34 parents (43.6 %) don't have financial problem in their life, 13 other parents (16.7%) were not sure, and 31 parents (39.7 %) always have financial problem in life. This result shows that nearly half of the parents always have financial problem in their life. When asked in the interview about why they have financial problem in life, a majority of the parents claimed that this is due to the unstable price of the palm oil that they have to face for the last few years.

Parents provide an amount of money for their children's education.

Table 18 indicates the percentages of response of parents provide money for their children's education. The analysis are as follows:

Table 18: Parents provide an amount of money for their children's education.

Statement	Number of respondents	Percentage (%)
Unsure	7	8.9
Agree	49	62.9
Strongly agree	22	28.2

Table 18 shows that, from out of 78 respondents, only 7 respondents or 8.9 % are not sure whether they provide their children with an amount of money for their children's education. Majority of them or 49 parents agreed with the same statement given regarding parents provide an amount of money for their children's education. Meanwhile, 22 other respondents or 29.2 % strongly agreed with the same statement given regarding parents providing an amount of money for their children's education.

This result according to average tells us that a majority of them provide the money for their children’s education. According to the parents, the money was kept for the purpose of paying the educational fees when the school re-opened.

Parents provide their children with money everyday before they go to school

Table 19 indicates the percentages of response of parents provide their children with pocket money everyday before they go to school. The analysis of the percentages are as follows:

Table 19: Parents provide their children with money everyday before they go to school

Statement	Number of respondents	Percentages (%)
Disagree	2	2.6
Unsure	5	6.5
Agree	46	58.9
Strongly agree	25	32.0

Table 19 shows that, 2 respondents or 2.6 % from a total of 78 respondents disagreed with the statement that parents provide their children with pocket money everyday before they leave for school. 5 other respondents or 6.5 % meanwhile are unsure with their answer when they were asked the same statement. However, 46 respondents or 58.9 % agreed that they provide their children with pocket money everyday before they go to school and 25 other respondents 32.0 % strongly agreed with the same statement given. This clearly tells us that a majority of parents (91.0 %) provide their children with money everyday before they leave for school.

Parents give reward to their children if they are very successful in the examination.

Table 20 indicates the percentages of response of parents give reward to their children if they are very successful in the examination. The analyses are as follow:

Table 20: Parents give rewards to their children if they are very successful in the examination.

Statement	Number of respondents	Percentage (%)
Disagree	13	16.7
Unsure	14	17.9
Agree	28	35.9
Strongly agree	23	29.5

The result (Table 20) shows that, from out of 78 respondents, 13 respondents or 16.7% disagreed with the statement that parents give reward to their children if they were very successful in the examination. 14 other respondents or 17.9 % meanwhile were not sure whether parents give reward to their children if they have good result in examination. 28 respondents or 35.9 % on the other hand agreed with the same statement given and 23 more respondents or 29.5 % strongly agreed that parents give reward to their children if they were very successful in the examination. This result shows that 13 parents (16.7 %) do not give reward to their children if they success in the examination, 14 parents (17.9 %) meanwhile are not sure and the rest with 51 parents (63.4 %) give reward to their children if they are very successful in the examination. This result shows that most parents give reward to their children as to encourage and motivate their children when they do well in any examination.

Parents give reward to their children if they are very successful in English language examination.

The table below indicates the percentages of response of parents who give reward to their children if they are very successful in the English language examination. The analyses of the percentages are as follows:

Table 21: Parents give rewards to their children if they are very successful in English language examination.

Statement	Number of respondents	Percentage (%)
Strongly disagree	2	2.6
Disagree	9	11.5
Unsure	19	24.4
Agree	32	41
Strongly agree	16	20.5

Table 21 shows that 2 respondents or 2.6 % strongly disagreed with the statement that parent give reward to their children if they are very successful in English language examination. 9 other respondents or 11.5 % however disagreed with the same statement given. Meanwhile, 19 respondents or 24.4 % were not sure with above statement. 32 respondents on the other hand, or 41 % agreed that parents give reward to their children if they were very successful in English language examination and 16 respondents or 20.5 % strongly agreed with the same statement asked to them. From this, it is clear that the parents tried to encourage their children to learn and study hard in the language by giving them reward when they are successful in the English language

examination. And based on the interview, the reward was given to make sure that they concentrate more on study and to appreciate what they have done in the examination.

Facilities provided for the children’s learning.

Providing adequate facility for the children to study in a relax atmosphere was another factor discussed in this research. The result obtained from the data was analyzed based on the ‘likert scale’ and the average was determined to see the respondents’ reaction to the questions asked. This topic is divided into different questions.

Parents provide their children with a study table and other facilities for more comfortable learning.

Table 22 indicates the percentages of response of parents provide their children with study table and other facilities for more comfortable learning. The analyses are as follow:

Table 22: Parents provide their children with a study table and other facilities for more comfortable learning.

Statement	Number of respondents	Percentage (%)
Disagree	6	7.7
Unsure	9	11.5
Agree	42	53.8
Strongly agree	21	26.9

Table 22 shows 6 respondents or 7.7 % disagreed with the statement that parents provide their children with a study table and other facilities for more comfortable learning. Meanwhile, 9 respondents or 11.5 % were not sure whether they provide study table and other facilities for their children for comfortable learning. However, majority of

respondents with 42 (53.8 %) agreed and 21 (26.9%) strongly agreed with the statement that parents provide their children with study table and other facilities for comfortable learning. It shows here that a majority of the parents do provide their children with study table and other facilities to have more comfortable learning environment.

Respondents provide their children with English reading materials

Table 23 indicates the percentages of response of parents provide their children with English reading materials. The analyses of the percentages are as follows:

Table 23: Respondents provide their children with English reading materials

Statement	Number of respondents	Percentages (%)
Disagree	8	10.3
Unsure	14	17.9
Agree	45	57.7
Strongly agree	11	14.1

Parental concern with their children English language can be seen through the English reading material provided to their children at home. Table 23 shows that only 8 respondents or 10.3 % disagreed with the statement that parent provide their children with English reading materials. 14 respondents on the other hand or 17.9% were not sure with the statement given. 11 other respondents or 14.1 % strongly agreed with the statement that the parents provide their children with English reading materials. 45 more respondents or 57.7 % however agreed with the statement that parents provide their children with English reading materials. Here, it is clear that 71.8 parents provide their children with English reading materials. Meanwhile, 14 parents or 17.9 % were not sure.

Evidently, a big majority of parents do provide their children with English reading materials at home. From the interview, we found that the parents provide their children with English reading materials such as storybook, extra exercise book and magazines in order to support their children’s English learning process.

Parents buy reference and exercise books in helping their children to learn English language

Table 24 indicates the percentages of response of parents in buying reference and exercise books in helping their children to learn English language. The analyses are as follows:

Table 24: Parents buy reference and exercise books in helping their children to learn English language

Statement	Number of respondents	Percentages (%)
Disagree	7	8.9
Unsure	11	14.1
Agree	47	60.3
Strongly agree	13	16.7

From the data stated in Table 24, from 78 respondents, 7 respondents or 8.9% disagreed with the statement that parents buy reference and exercise books in helping their children to learn English language. Meanwhile 11 respondents or 14.1 % are not sure with their answer regarding the same statement given. However, a majority of respondents or 60.3 % agreed with the statement that they buy reference and exercise books in helping their children to learn English language. In average, only 11 parents or

14.1% are not sure and finally 60 parents and or 76.9 % buy reference and exercise books in helping their children to learn English language. Here, we can conclude that parents buy reference and exercise books for their children in order to help them to learn English language.

Parents provide computer to encourage their children to learn English language.

Table 25 indicates the percentages of response of parents who provide computer and Internet to encourage their children to learn English at home. The analyses of the percentages are as follows:

Table 25: Parents provide computer and Internet to encourage their children to learn English language.

Statement	Number of respondents	Percentage (%)
Strongly disagree	10	12.8
Disagree	21	26.9
Unsure	14	17.9
Agree	20	25.6
Strongly agree	13	16.7

Table 25 shows that from out of 78 respondents, 10 or 12.8 % strongly disagreed with the statement that parents provide the computer to encourage their children to learn English language. Meanwhile 21 respondents or 26.9 % disagreed with the same statement given. However, 17.9 % or 14 respondents were not sure with that they provide the computer to encourage their children to learn English language. On the other hand, 20 respondents or 25.6 % agreed with the statement that parents provide the computer to encourage their children to learn English language. Meanwhile, 13 other

respondents or 16.7 % strongly agree with the same statement given. This results show a balance in the use of computer at home. Some households do provide computer at home while many homes are also without computer.

Parents send their children to private tuition class in town

Table 26 indicates the response of parents who send their children to private tuition class in town. The analyses of the percentages are as follows:

Table 26: Parents send their children in the private tuition class in town

Statement	Number of respondents	Percentage (%)
Strongly disagree	12	15.4
Disagree	25	32.1
Unsure	19	24.4
Agree	16	20.5
Strongly agree	6	7.7

Table 26 shows that from out of 78 respondents, 12 respondents or 15.4 % strongly disagreed with the statement that parents send their children to private tuition class. Apart from that, 25 respondents or 32.1 % disagreed with the same statement given. 19 respondents (24.4 %) are not sure whether they send their children to the private tuition class in town or not. However, 28.2 % or 22 respondents agreed and strongly agreed with the statement that parents send their children to private tuition class. Based on the average, it tells us from out of 78 parents, 37 parents or 47.4 % do not send their children to private tuition class, 19 parents or 24.4 % were not sure and only 22 parents or 28.2 % send their children to private tuition class in town. It is clear that

not many parents make the effort to send their children to private tuition class in town. From the information obtained in the interview, it was found that parents did not send their children to private tuition class in town due to the reasons that the fees are expensive besides the location which is too far from their home.

Analysis of parents’ motivation towards their children process of learning English.

Another factor that is considered in this research is parents’ motivation towards learning of the English language by their children. The same method was used in the process of collecting the data. For this factor, four questions were asked in the questionnaires. For the parents’ motivation towards their children process of learning English, the questions are:

Parents always tell their children of the importance of learning English

Table 27 indicates the percentages of response of parents informing their children of the importance of learning English. The analyses are as follows:

Table 27: Parents always tell their children the important of learning English language

Statement	Number of respondents	Percentage (%)
Disagree	2	2.6
Unsure	9	11.5
Agree	38	48.7
Strongly agree	29	37.2

Table 27 shows that from out of 78 respondents, only 2 respondents or 2.6 % disagreed with the statement that parents always remind their children the importance of learning the English language. 9 other respondents or 11.5 % meanwhile are not sure. However 38 respondents (48.7 %) agreed with the statement that parents always tell their children of the importance of learning English language. Besides that, 29 more or 37.2 % strongly agreed with the statement that they always tell their children of the importance of learning English. Here, it is clear that a big majority of rural parents realized the importance of the English language and always tell their children to learn and master the language.

Parents really encourage their children to listen and watch English language channels.

Table 28 indicates the percentages of response of parents to encourage their children to listen and watch English language program. The analyses are as follows:

Table 28: Parents really encourage their children to listen and watch English language channels.

Statement	Number of respondents	Percentage (%)
Disagree	4	5.1
Unsure	9	11.5
Agree	47	60.3
Strongly agree	18	23.1

Table 28 shows that 4 respondents or 5.1 % disagreed with the statement that parents really encourage their children to listen and watch English language channels.

Meanwhile, 9 respondents or 11.5 % were not sure with the given statement. 47 respondents or 60.3 % agreed with the statement that they really encourage their children to listen and watch English language channels and finally 18 respondents or 23.1 % strongly agreed with the same statement given. This results show that most of the rural FELDA parents do encourage their children to listen and watch English language channels programs on television. From the interview, the parents encourage their children to listen and watch English language channels because to them it could help the children to practice the language. Besides that the parents would also like their children to be familiar with the language.

Parents encourage their children to attend English tuition class at school

Some schools have tuition program handled by the teachers during night time. This question is to see whether parents are concerned about the children’s English by sending them to the night class. Table 30 shows parents’ response in encouraging their children to attend English tuition class at school. The analyses are as follows:

Table 29: Parents encourage their children to attend English tuition class at school

Statement	Number of respondents	Percentage (%)
Disagree	3	3.8
Unsure	3	3.8
Agree	36	46.2
Strongly agree	36	46.2

For this question, the data show that from total of 78 respondents, only 6 respondents (7.6%) disagreed with the statement that they encouraged their children to

attend English tuition class at school or not. However, a majority or more than 90% of parents do encourage their children to attend English tuition class at school. According to the interview, the parents encourage their children to attend English tuition class at school due to the reasons that it is cheaper compared to private tuition class. Besides that, the teachers are the children's own teachers. The parents assumed that as the children's own teachers, they would know the children very well and try their best to help them.

Parents do not encourage and motivate their children to learn English language.

Table 30 indicates the percentages of response of parents do not encourage and motivate their children to learn English language. The analyses of the findings are as follows:

Table 30: Parents do not encourage and motivate their children to learn the English language.

Statement	Number of respondents	Percentage (%)
Strongly disagree	24	30.8
Disagree	37	47.4
Unsure	9	11.5
Agree	8	10.3

Table 30 shows that 24 respondents or 30.8 % and 37 (47.4%) either disagreed or strongly disagreed with the statement that parents do not encourage and motivate their children to learn English language. However, only 9 respondents or 11.5 % were not sure whether they don't encourage and motivate their children to learn English. This information shows that a majority of the parents do actually encourage and motivate their

children to learn English, only some do not encourage and motivate their children to learn English language. From the finding obtained too, it can be said that parents actually have the realization of the importance of English and would therefore encourage and motivate their children to learn English because of the benefit that they can obtain by learning the language.

Analysis of parents’ attitude towards children’s English language acquisition process.

Besides all the factors discussed above, another element that also discussed in this research was the parents’ attitude towards their children’s English language acquisition process. The same method was used in collecting the data.

Parents would like their children to be more successful in their life.

Table 31 indicates the percentages of parents’ response whether they would like their children to be more successful in their life. The analyses are as follows:

Table 31: Parents would like their children to be more successful in their life.

Statement	Number of respondents	Percentage (%)
Strongly disagree	0	0
Disagree	0	0
Unsure	0	0
Agree	7	9
Strongly agree	71	91

Table 31 shows that no respondent strongly disagreed , disagreed or unsure with the answer regarding the statement that parents would like their children to be more

successful in their life. 9 % agreed while 71 respondents or 91 % strongly agreed with the statement that they would like to see their children to be more successful in their life. This result can be said that there are no respondent who didn't like their children to be more successful in their life. Thus, it is clear that all of the respondents or 100 % would like their children to be more successful in their life. This finding clearly shows that the rural parents are really concern about the successful their children in their life.

Parents work hard to provide their children with the best education

Table 32 indicates the percentages of response of parents who work hard to provide their children with the best education. The analyses of the percentages are as follows:

Table 32: Parents work hard to provide their children with the best education

Statement	Number of respondents	Percentage (%)
Strongly disagree	0	0
Disagree	0	0
Unsure	0	0
Agree	25	30.1
Strongly agree	53	67.9

For this question, the findings show that from out of 78 respondents, 25 of them or 30.1 % agreed that parents work hard to provide their children with the best education. But, 53 respondent or 67.9 % strongly agreed with the statement that parents work hard to provide their children with the best education that they can give. From the data obtained too, there are no respondent that strongly disagreed , disagreed or unsure with

the question of parents work hard to provide their children with the best education. This can be said that parents really work hard for their children in order for them to be able to receive and complete education for their future's lives even though they area facing a lot of problem in helping their children to have better education.

Parents and environment have an important role in changing the weakness of English language of their children.

Table 33 indicates the percentages of response of parents and environment have in changing the weakness in the English language of their children. The analyses are as follows:

Table 33: Parents and environment have an important role in changing the weakness of English language of their children.

Statement	Number of respondents	Percentage (%)
Strongly disagree	1	1.3
Disagree	2	2.6
Unsure	8	10.3
Agree	39	50
Strongly agree	28	35.9

Table 33 shows only 3 respondents disagreed with the statement that parents and environment have an important role in changing the weakness of English language of their children while 8 other respondents or 10.3 % were unsure. 86 % either agreed or strongly agreed when they were asked the statement that parents and environment has an important role in changing the weakness of English language of their children. Based on

the findings, it is clear that parents are aware that they themselves, besides the environment can play a very important and significant role in changing the weaknesses of their children's English language.

Parents dislike their children to involve in educational programmers, which were conducted in English language.

Table 34 indicates the percentages of response of parents who dislike their children to be involved in educational programmes, which are conducted in English. The analyses are as follows:

Table 34: Parents dislike their children to be involved in educational programmes conducted in English language.

Statement	Number of respondents	Percentage (%)
Strongly disagree	37	47.4
Disagree	37	47.4
Unsure	2	2.6
Agree	1	1.3
Strongly agree	1	1.3

From the information it shows that 94.8 % showed their disapproval to the question that they dislike their children to be involved in educational programs conducted in English language. Only 2 respondents who would dislike their children to involve in educational programmes conducted in English.

From this finding, it is clear that the parents are actually really supportive and have no problem in allowing their children to be involved in educational program such as language camp which were conducted in English language. From the interview, many

parents claimed that educational program such as the language camp is actually motivating their students to learn English. The reason is after the camp, the students were more eager to learn English based on observation made by them who saw that their children's attitudes toward English language changed.

Parents do not try to change the low achievement of English language of their children.

Table 35 indicates the percentages of response of parents do not try to change the low achievement of English language of their children. The analysis are as follows:

Table 35: Parents do not try to change the low achievement of English language of their children.

Statement	Number of respondents	Percentage (%)
Strongly disagree	31	39.7
Disagree	38	48.7
Unsure	7	9
Agree	1	1.3
Strongly agree	1	1.3

From Table 35, we can see that from a total number of 78 respondents, more than 80 % disagreed with the statement that they do not try to change the low achievement in the English language of their children in schools. 7 other respondents or 9 % were not sure with their answer regarding the statement given. For the rest, only 2 % agreed that they do not try to change the low achievement of English language of their children. Here, we can conclude that the FELDA's parents are actually trying and working hard to

change the weakness of English language of their children by putting a lot of efforts to reduce the weaknesses. This conclusion is based on the interview that the parents tried their best to provide their children with English reading materials besides rewarding with present if they are successful in the English language examination.

Parents believe that the weakness of English language of their children cannot be improved anymore.

Table 36 indicates the percentages of response of parents believe that the weakness of English language of their children cannot be improved anymore. The analyses are as follows:

Table 36: Parents believe that their children’s weaknesses in English cannot be improved anymore.

Statement	Number of respondents	Percentage (%)
Strongly disagree	39	50
Disagree	29	37.2
Unsure	6	7.7
Agree	3	3.8
Strongly agree	1	1.3

Based on the data from Table 36, the findings about the parents’ believed that their children’s weaknesses in English cannot be improved anymore shows that a majority of the parents almost 90 % strongly disagreed with the statement given. Only 6 respondents were unsure with their answer, while 4 respondents or 5.1 % agreed with

the statement that they believed that the weakness of English language of their children cannot be improved anymore. From this result a conclusion can be made that the parents are still optimistic that their children’s English language can still be improved.

Home environment in relation to enhancing children’s performance in acquiring English language.

Another element that was taken into consideration in this research is the home environment of the children. The process of data collection was implemented by using the questionnaires and for the element of home environment, questions were asked to the parents. The results from this questionnaire were analyzed based on the ‘likert-scale’ and the average of the result was determined to know parents’ reaction regarding the question.

Parents’ relationships with their children are good, affectionate and very helpful to each other.

Table 37 indicates the percentages of response of parents’ relationship with their children. The analyses are as follows:

Table 37: Parents relationship with their children are good, affection and very helpful to each other.

Statement	Number of respondents	Percentage (%)
Strongly disagree	0	0
Disagree	0	0
Unsure	1	1.3
Agree	28	35.9
Strongly agree	49	62.8

From the data obtained (Table 37), it shows that from out of 78 respondents, there were no respondent who strongly disagreed and disagreed with the statement, except for 1 respondent who was not sure whether his relationship with their children was good, affection and very helpful to each other. More than 90 % claimed that their relationships with their children are good, affectionate and very helpful to each other. As for conclusion, it can be concluded that most parents have a good relationship with their children.

Parents ensuring that their children study on the specific time provided.

Table 38 indicates the percentages of response of parents who make sure that their children study on the specific time provided. The analyses of the findings are as follow:

Table 38: Parents ensuring that their children study on the specific time provided.

Statement	Number of respondents	Percentage (%)
Disagree	5	6.4
Unsure	14	17.9
Agree	46	59
Strongly agree	13	16.7

The table above shows that from the total of 78 respondents, 5 respondents or 6.4 % disagreed with the statement that they would make sure that their children study on the specific time provided. However 14 respondents or 17.9 % were not sure with the answer when they were asked the same statement. For the rest, 13 respondents or 16.7 % strongly agreed and 46 respondents more or 59 % agreed with the statement that they will make sure their children study on the specific time provided. It can be said that the

parents really make sure that their children study on the specific time provided to them to make sure that their children to be more discipline towards their learning process.

Parents provide good environment for their children to learn the English language.

Table 39 indicates the percentages of response of parents in providing good environment for their children to learn English. The analyses are as follows:

Table 39: Parents provide good environment for their children to learn English.

Statement	Number of respondents	Percentage (%)
Disagree	17	21.8
Unsure	29	37.2
Agree	25	32
Strongly agree	7	9

The data as shown above (Table 39) reveal that the parents' responses were varied. From out of 78 respondents, 17 of them or 21.8 % disagreed with the statement that they provide good environment for their children to learn English. Meanwhile, 29 respondents or 37.2 % were unsure whether they have provided good environment for their children to learn English language. However, 25 respondents or 32 % agreed and 7 respondents more or 9 % strongly agreed with the statement that they provided good environment for their children to learn English.

From the interview conducted, we found that parents who have higher level of education provide good environment to their children to learn English. These include speaking with their children in English language and the use of English poster to set up English environment at home. Meanwhile, majority of the parents who have lower

education were not sure whether they have provided their children with such environment.

Parents provide one exact time for their children to learn English language.

Table 40: Parents provide one specific time for their children to learn English.

Statement	Number of respondents	Percentage (%)
Disagree	21	26.9
Unsure	32	41
Agree	23	29.5
Strongly agree	2	2.6

The results in Table 40 show the responses were mixed. From out of 78 respondents, 25 respondents or 32.1 % agreed with the statement that they provided specific time for their children to learn English at home. However, 21 respondents or 26.9 % disagreed with the same statement given. Meanwhile, 32 respondents or 41 % were unsure that they require a specific time for their children to learn English. Regarding to this data, it can be said that the parents didn't provide their children with one specific time for their children to learn or revise the English language lesson.

Parents ask their older children to help their children to learn English language.

Table 41 indicates the percentages of response of parents ask their older children to help their younger children to learn English language. The analyses are as follows:

Table 41: Older siblings to help younger children to learn English.

Statement	Number of respondents	Percentage (%)
Disagree	10	12.8
Unsure	9	11.5
Agree	42	53.8
Strongly agree	17	21.8

Based on the Table 41, it shows that from out of 78 respondents, 10 respondents or 12.8 % disagreed with the statement that they ask the older children to help their younger children to learn English language. On the other hand, 9 respondents or 11.5 % were not sure with their answer. Meanwhile, 42 respondents or 53.8 % agreed and 17 other respondents or 21.8 % strongly agreed with the statement that they asked the older siblings to help their younger children to learn English. Based on the data, it can be concluded that the parents actually make use of the older children in assisting the younger children in the English language as they are more capable in the language.

Analysis of peers and outside home environment in relation to students' performance towards English language.

Besides of home environment, the influence of peers and outside home environment were also analyzed to determine whether they have positive consequence on the English language of the children. To determine this factor, 4 questions were asked to the parents.

Parents encourage their children to socialize with their friends who are capable to converse in English.

Table 42 indicates the percentages of response of parents on the encouragement of their children to socialize with their friends who capable to converse in English. The analyses of the findings are as follows:

Table 42: Parents encourage their children to socialize with their friend who capable to converse in English.

Statement	Number of respondents	Percentage (%)
Strongly disagree	0	0
Disagree	4	5.1
Unsure	9	11.5
Agree	38	48.7
Strongly agree	27	34.6

Table 42 shows that from out of 78 respondents, only 5.1 % disagreed with the statement, while 9 respondents (11.5 %) were not sure with their answer. However, 38 respondents more or 48.7 % agreed , and 27 respondents or 34.6 % strongly agreed with the statement of they encourage their children to socialize with their friends who are capable to converse in English. The findings clearly show that the parents do encourage their children to socialize with their friends who are capable to converse in English.

Parents do not like their children to get along with those who can speak in English

Table 43 indicates the percentages of response of parents do not like their children to get along with those who can speak in English. The analyses are as follows:

Table 43: Parents do not like their children to get along with those who can speak in English

Statement	Number of respondents	Percentage (%)
Strongly disagree	42	53.8
Disagree	34	43.6
Unsure	1	1.3
Agree	1	1.3
Strongly agree	0	0

Data in Table 43 show that from out of 78 respondents, 42 respondents or 53.8 % strongly disagreed , and 34 (43.6 %) agreed with the statement that parents do not like their children to get along with those who can speak in English. Meanwhile only 1 respondents or 1.3 % was unsure, and 1 agreed with the statement. As for conclusion, it tells us that the parents actually like their children to get along with those people who can communicate in English as they also can get the benefit to communicate in the target language.

Parents do not like their children to be exposed to English language because it can harm their thought

Table 44 indicates the percentages of parents' responses that to be exposed to English language would harm their thought. The analyses are as follows:

Table 44: Parents do not like their children to be exposed to English language because it can harm their thought

Statement	Number of respondents	Percentage (%)
Strongly disagree	43	55.1
Disagree	33	42.3
Unsure	2	2.6
Agree	0	0
Strongly agree	0	0

Table 44 shows that from out of 78 respondents, 43 respondents or 55.1 % strongly disagreed with the statement that they do not like their children to be exposed to English language because it can harm their thought. Meanwhile, 33 respondents or 42.3 % disagreed with the same statement given. 2 other respondents or 2.6 % meanwhile are unsure when they were asked the statement whether they like their children to be exposed to the English language because it could harm their thought. However, there is no respondent who agreed or strongly agreed with the statement that parents do not like their children to be exposed to English language because it can harm their thought. From here the conclusion can be made that the parents actually like their children to be exposed to the English language due to the reason that the children can receive a lot of information if they are exposed to the language.

Chapter 5

Discussion, Conclusion and Recommendation

5.1 Introduction

This chapter discusses the important factors revealed in the study. The study was carried out to assess the conduciveness of the home environment and community in providing favourable situation for the sustenance of the learning of English out of school. The respondents were FELDA's settlers from the rural areas in FELDA Johor Bahru covering an area from Johor Bahru up to Tenggara and Endau areas. The data collection methods used are interview, questionnaire and observation. The interviews are analysed qualitatively and the questionnaires are analysed using SPSS to produce statistical descriptive data of percentages, frequency counts and averages.

5.2 Respondents' Background

5.2.1 Age range

Most of the parents who took part in the study were FELDA's settlers who are at the age of 40 to 50 years old. In this age range, a majority of them are married with several children who are mostly attending primary school. However, there are also participants whose children are attending high school. As such, the thinking of most parents at this age level would be on their children's education, especially providing them with adequate supports and encouragement. Other than that, they would be occupied in making end meet in providing shelter and food for the whole family.

5.2.2 Educational level

As expected from the results of the study, it is clear that many parents have only primary school as their highest level of education. As primary school certificate holders, the parents would have difficulty to help the children with the English language, as they would have left school for almost thirty years. They might have some basic knowledge of English which would not be enough to be able to teach their children. For those parents who are SPM certificate holders or higher, they might have the capability to help their children with the English language at home. There are also respondents who possess diploma and degree from the FELDA's management section.

But helping children at home with the English language does not just depend on the level of education. Other factors are also important in the struggle to help children with the English language. In fact several parents who did not receive education at all had children who have successfully graduated from university, and they are fluent in English. They just need to know certain aspects of the language. Most importantly, they just need to know how to become facilitators that would facilitate the learning and sustenance of the language use at home. Parents do not need to become English teachers, but they need to make sure that the children complete their homework everyday. Teachers are available in schools who would be able to provide guidance on different subject including English to their children.

5.2.3 Occupation

A majority of the respondents are FELDA's settlers who worked on their own at their plantations, which may be oil palm or rubber trees. The settlers received a 10-acre of land each, which they need to take care of and harvest themselves. The FELDA

provides infrastructure and land management. The rest is up to the settlers to do. Since the work is more of seasonal in nature, the settlers would have different time that they are free to do other things. Therefore, apart from the work at the plantation, some of them perform some other odd jobs such working as security guard and opening sundry shop in the area. Some female settlers also work as factory workers in nearby factories. Some of the respondents are the FELDA's management personnel who oversee the running of the FELDA's settlement scheme. They are the ones who control the administration and management of the plantation and the oil palm factories owned by FELDA. There are also respondents who worked as lorry drivers and other jobs.

5.2.4 Income level

When it comes to the income of the respondents, as settlers, it depends on the market value of palm kernels and the oil itself. There were times when the commodity reached the highest price. During those times, the settlers would enjoy the sudden change in their fate to live in luxury. Some even changed cars as well as repair or extend their house. But on the average, the income level of most respondents falls between RM800 – RM1000.00 per month. In other times, the price was so unstable that the income level would dwindle. As a consequence, some settlers would have to sell their cars and even to the extend of findings jobs elsewhere in town as factory workers. The study revealed that most of the respondents have financial difficulty at different times of the year. As such, some of them save the money during the easy times for their hard times.

5.3 Importance of Education to the parents

From the findings of the study, it is found that rural FELDA's parents, like the parents elsewhere are fully aware of the importance of education for their children to

have good and bright future. It is clear that all of the respondents would like to see their children to be more successful in their life than they do. This finding clearly shows that the rural parents are really concern about the success of their children in their life. The only thing is that the parents do not know what to do to help. They are always away the whole day trying to get everything. Once they get home, they are usually exhausted and there is little time left for them to check on their children homework. At night, many of the men are expected to go to the mosque to pray in congregation and to provide their services to the community. The daily routine would end around midnight when they go back to sleep. At those odd times, their children would be fast sleeping ready for the next day to come.

The rural FELDA's parents work hard to provide the necessity in life, such as food, shelters, transportation and security. When it comes to providing adequate infrastructure for educating their children, the parents would try to provide whatever things needed within their means and capability. For examples, if their children would need to buy books, they would try to borrow money to get them. However, if the children would want to buy a computer, that would not be possible, unless the older siblings are willing to buy for them. The parents would provide the basic means to get the basic education for their children.

One evidence which shows that the parents would like to see that their children are successful in their future is when most parents would not expect the children to help them in their job. The work as settlers to go into the plantation and to scrub weeds can be done by the children. Evidently, most of them revealed that they would rather do the work themselves and would like their children to stay home and work on their homework

or study. It is only during the holidays when the children are having more time that they join the parents in the plantation. However, some parents do expect the children to help them at the plantation. In cases like this, the parents could be old and do not have the capability to do the work alone.

When it comes to educating the children to the highest level, the study found that the parents do encourage the children to pursue education until the highest level possible. This can be seen in the number of graduates among the settlers children from institutions of higher learning in Malaysia as well as abroad. With the help from FELDA central administration that provided all kinds of aids from scholarship to hostel for students who show excellent results since the primary schools, many students have benefited from all these facilities. The students who are left in the FELDA's communities are those who were selected to go to this special hostel.

Children need adequate amount of meal to concentrate in their study. Related to that, the study also revealed that a majority of the parents of rural FELDA's communities provided pocket money everyday to the children to have snacks and breakfast at schools. For morning session school, this small amount of money is enough for the children to have something to ease the hunger pang before going back home after school to have lunch. Usually after lunch they would go back to the religious schools. Again they would have a small amount to buy drinks and snack. However, parents who could not afford to give their children pocket money everyday, would resort to cheaper means of providing snacks for their children. Some of the children brought with them cookies, or snacks and drinks prepared by their mother to schools. Although there might not be much choice, the foods are tasty and nutritious.

As a way to motivate the children to do better and to excel in their studies, the study also revealed that most parents provided reward or present to the children for doing well in their examination. The present is not that big, but the incentive given can be positive for the children to continue to do better the next time around.

5.4 The Level of English of the Students

The data from the study reveal that the students' level of English is around grade B and C, an average performance for students from rural area schools. The low performance of the students is caused by several reasons. This study is conducted to look into the reasons for the low performance in the English language among the children, one of it being the home environment and the community factor that contribute a lot towards the dismal results in important examinations. Other factors include school and personal aspects.

5.5 Parents' difficulty with English

The FELDA's rural parents, being without formal higher education in most of them expressed difficulty in helping their children in learning English. Most of them admitted that they do not know how to help their children. Most of the settlers possessed at least primary school certificate. At that level, it would be difficult to teach as they only know a handful of words in English. They can even be considered as illiterate in the language. They attributed their difficulty towards the lack of understanding of the language system because the language is rarely used in the area. There are instances where foreigners would come by and buy fruits from them on their way to Singapore. Other than that, the only exposure to the language is through the medium of television. Even that the films are supplied with Malay subtitle.

From the findings, we can see that the work factor contributes towards difficulty in the parents to discuss their children's lesson especially the English language lesson based on two reasons. First, based on the interviews conducted, it was found that many of the settlers are actually doing some part-time work outside their working time such as odd job repairing and building houses to supplement what they earn monthly. We can conclude here that the above factor is the reason why many parents have difficulty to discuss their children's homework or study. When they come home, they would be tired from the day's work, and would just want to relax.

Another reason for the difficulty in helping their children with their English homework is their work does not require them to use the language. As most of them work in the plantation of the oil palm industry, they rarely use English to communicate with other people. Therefore they do not see the importance of the language in their daily work.

5.6 Home Environment

A good home will provide a good atmosphere for the occupants. The findings also reveal that most families in the rural FELDA's communities have good relationship with their children. This can be seen through our observation during the data collection periods in the way they conduct themselves as a family. The respect for elderly and parents exist among the children. Although they are not well to do families, they do possess positive family values. Off course, some parents are stern and serious towards the upbringing of the children, especially when it comes to instilling the moral and religious values among the children. This is to be expected in most rural communities as the religious values are

always emphasized at home. The mother and the father know their own role and responsibility.

When it comes to studying at home, it is shown in the study that some parents are really concern about the time the children do their homework and study at home. Some parents insist that they make sure that their children study at specific time of the day. In a sense, the schedule to study is followed strictly. This is to ensure that the children are more discipline and focus on their studies. However, there are parents who do not care about the study time of their children.

5.6.1 Facilities at home

Adequate learning facility at home would provide favourable atmosphere for the children to study. Without the equipment, children would not be interested to do their homework or to study at home because they need to lie down to write and to sit on the floor. The study reveals that a majority of the parents provided their children with the basic amenities such as study table and other facilities. From our observation of the homes of the settlers, it seems that the house is not very big. However, there is a living room where the children normally use to do their homework. Usually there is no specific room for the study purposes. Usually the parents make their own study table for the children as most parents are capable to make one.

To study and to increase the use of foreign language at home, there is a need to supply the children with adequate materials for them to read and browse through. With the increase in awareness of the importance of English, evidently, a big majority of the parents that completed the questionnaires and were interviewed mentioned that they now provide their children with materials in English at home. These are in the form of story

books, supplementary books on English practice and magazines that they bought. Some books are also donated by relatives, while the older siblings also provided books for the children to read. Some have also bought reference and exercise books for their children to do at home so as to support the learning process at home.

The use of new technology in learning brings a lot of benefits. This would increase the interest of learners to learn and sustain the learning process. Among the rural parents of FELDA's households the use of computer is still at its infancy stage. Many parents still do not have computer at home. Even if they have a computer at home, it would be mostly likely that the computer will be used to play games instead of to be used in learning. The study revealed that the use of computer at home show a balance in use. Some households provide computer at home while many are without computer. Usually the parents with children who have been to institution of higher learning would own a computer because of the fact that computer is a necessity in colleges or universities. The older siblings would bring home the computer after they are done with their studies.

5.7 Awareness & Attitude towards English

Most parents now have the realization and awareness of the importance of English towards their children' success in the future, especially with the introduction of the use of English as the medium of instruction to learn mathematics and science subjects in schools. The study revealed that a majority of the FELDA's parents do encourage and motivate their children to learn and continue to use the English language. The findings also found that only some parents do not encourage and motivate their children to learn English language. The study also revealed that the parents are still optimistic that their

children's English language can still be improved. They expressed hope that their children would perform better in the next examination.

One way to ensure the sustenance of English in the community and at home is for parents to encourage their children to socialize with their friends who are capable to converse in English. The results of the study reveal that parents of the rural FELDA do encourage their children to socialize with their friends who are capable to converse in English. The only problem is that there is no one who is conversant who can speak and talk in the language other than his or her children teachers. However, in certain FELDA's schemes, the managers of FELDA are capable to talk in English. Therefore, many of the FELDA's managers are the individuals in the area who could bring change to the community by starting to have a circle where they could invite children and have daily conversation with them. The parents usually allow their children to go to the managers' house to have a chat with them. This shows that the parents do realize the importance of using English at home so that to familiarize them with the language. At the same time, the parents realize that by exposing the children to English, it would benefit them in the long run in their studies and lives later on when they are ready to enter the job market. In addition, the two most important subject in high school are taught in the medium of English. Therefore by putting them around the people who use the language would enable them to get used to the language in a positive manner.

In terms of providing conducive atmosphere that would sustain the development and continuation of the use of English at home, the results of the study are rather mixed. The study reveals that parents who have a higher level of education provide good environment to their children to learn English, while parents who do not have higher

education were unable to provide conducive environment. By providing good environment, it means the activities at home are provided by the parents. These include speaking with the children everyday in English and reading story books at bedtime, as well as having poster to set up English environment at home. A majority of parents who have lower education are not sure whether they have provided their children with such an environment.

Supportive environment and favourable environment are two factors that would enable the children to continue to use and learn a language. Supportive environment usually comes from the supportive parents who would go the extra miles to give whatever is needed by the children who are still in the learning process. The study also found that the rural FELDA's parents are actually very supportive in their effort to see the children excel in the education. When it comes to learning English, the parents actually do not have any problem in allowing their children to be involved in educational program such as language camps which were conducted from time to time in the Tenggara areas by a group of TESL students from the Faculty of Education, Universiti Teknologi Malaysia. From the interview, many parents claimed that educational program such as the language camp is actually providing the motivation to their children to learn English. The observation made by different parents suggests that after each language camp, the children were more eager to learn English. This observation is further supported by the FELDA's managers who saw that their children attitudes toward English language have changed as a results of the various language camps.

As mentioned earlier, the FELDA's rural parents are concerned about the education of the children, especially when it comes to the English language subject which

has been termed as the killer subject among the rural students in Malaysia. Most parents asserted that they are worried about their children's English results for big examination such as UPSR, PMR, SPM and STPM. For them it is difficult because they do not know what to do other than encouraging their children to study hard and discuss with their teachers at schools. From the interview, it is found that their concerns are translated into providing reading materials in the form of magazines, extra supplementary exercise books in English as well as giving rewards if their children are successful in the English language examination. It seems the parents are trying the very best of their knowledge to help in the process of learning by their children.

Another effort made by the parents to show that they are concerned about the children's English language standing is to send their children to tuition classes. There are two forms of tuition classes in the FELDA areas. First, there are private tuition classes managed usually by teachers held in the city or town areas; while the second type is the tuition classes organised by the students' teachers themselves held in the schools premises usually at night. From the interview, it was found that parents did not send their children to private tuition class in town due to the reasons that the fees are expensive and the locations are too far from their home. However, a majority of the parents encouraged their children to attend English tuition class at school at night handled by their own teachers. In the interview, the parents stated that they encourage their children to attend English tuition class at school due to the main reason that it is cheaper compared to private tuition class. Besides, the teachers are the children's own teachers. The parents assumed that as the children's own teachers, they would know the children very well and would give their best to help their own students.

Another way that the rural FELDA's parents did to encourage their children towards English is to ask them to listen and watch English language channels programs on television. From the interview, most parents encouraged their children to listen and watch English language channels because to them it could help the children to practice the listening skills.

From the findings, one way that the parents did to help their children in the English is to make use of the older children in the family to assist the younger children in the English language as they are more capable in the language. Usually the older sisters or brothers have completed and even gone to institutions of higher learning. Consequently, they have the basic knowledge and at least they are able to read fluently in English.

Conclusion

The study was carried out to assess the conduciveness of the home environment and community in providing proper situation for the maintenance and continuation of the learning of English out of school. The respondents were FELDA's settlers from the rural areas in FELDA Johor Bahru covering an area from Johor Bahru up to Tenggara and Endau areas. The data collection methods used are interview and questionnaire. The interviews are analysed qualitatively and the questionnaires are analysed using SPSS to produce statistical descriptive data of percentages, frequency counts and averages. The study revealed that the background of the parents of FELDA Johor Bahru areas are middle age settlers and are from low education level with low economic status. As such, when it comes to educating the children, the parents took a rather midway approach in terms of money allocation, provision of equipment and learning facilities at home and

support of learning activities, such as providing private tuition and so on. This is due to the economic factors in which the parents need to save some money for emergency and family future undertakings. In terms of the awareness of the importance of education to their children, a big majority are aware of the importance and would not want their children to become like them when they grow up. In a sense, most of them would prefer their children to go out of the FELDA's area and to be successful. The parents are also aware of the importance of English to their children's future. Therefore, with the little money that they earned every month, they are ready to spend some in providing reading materials in English for their children to read during their free time. They saw the importance of English since the introduction of the medium of language for the teaching of mathematics and science in schools. This realization of the importance of the language translates into providing gifts if their children perform well in the examination. The parents also expressed their inability to help their children in the learning of English at home. They realized that they do not know much about how to help their children in English. As such, they would only ask the help of their older children to help their children.

Recommendations

More studies need to be done to assess the home and community environment that could provide favourable environment to the teaching of English to the rural children. This is important because the children from the rural areas represent a big chunk of the population of the students in Malaysia, especially important is the fact that a majority of the students from the rural areas are Malays. We do not want this group of students to be at risk of being left alone because of their inadequacy in the international language. More

studies need to be done to see what to do to help the students from the rural areas excel in their studies, especially in English and be able to further their studies at the tertiary level locally or abroad. The recommendation that can be offered in regards to the results of the findings for the study is a majority of the respondents do not know how to help their children at home. Therefore, efforts must be made by the various FELDA schemes to hold educational workshops for the parents to teach them what they can do to help their children with English at home.

Another recommendation is that since the parents can only spend a little of their monthly salary on English materials and books, they can collaborate with each other to collect this small amount every month and to buy the books together. A mini library can also be built to have a special reading corner for the community. Once they have this collection of books, the children could take turn to read the books. Once they have finished reading all the books, they can exchange with the books from the neighboring FELDA's schemes that run the same program.

The FELDA's management can also contribute in terms of organizing a language week or month in the community. During this week, various activities can be conducted in collaboration with the TESL students from University Technology of Malaysia. The teachers could also be involved in this program. Some of the activities that can be conducted are language camps, language clinics and fund-raising campaign to help raise money to buy more English books for the mini-library. In this way, the efforts will not be wasted.

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