

**THE EFFECTS OF PARENTAL SUPPORT ON STUDENTS' ACADEMIC
ACHIEVEMENT IN ENGLISH LANGUAGE SUBJECT IN SECONDARY
SCHOOL.**

NUR SYAFIA IZZAH BINTI ISMAIL

2010638358

**FACULTY OF EDUCATION
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**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILMENT FOR
THE DEGREE OF BACHELOR OF EDUCATION (HONOURS) TEACHING
ENGLISH AS A SECOND LANGUAGE**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
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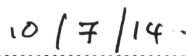
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SHAH ALAM
JULY 2014

KESAN SOKONGAN IBU BAPA KEPADA PENCAPAIAN AKADEMIK
PELAJAR DALAM SUBJEK BAHASA INGGERIS DI SEKOLAH
MENENGAH

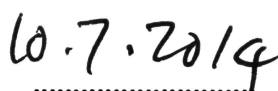
NUR SYAFIA IZZAH BINTI ISMAIL
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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN


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ASMAHAN BINTI ABDUL RAZAK
PENYELIA


.....
TARIKH


.....
PROF. DR. MOHD MUSTAFA BIN MOHD GHAZALI
DEKAN FAKULTI PENDIDIKAN



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TARIKH

DECLARATION

I hereby declare that the work in this academic exercise is my own except for the quotations and summaries, which have been duly acknowledge.

10/07/2014

DATE



NUR SYAFIA IZZAH BINTI ISMAIL


2010638358

PENGAKUAN

Saya mengaku bahawa karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah dinyatakan sumbernya.

10/07/2014

Tarikh



NUR SYAFIA IZZAH BINTI ISMAIL

2010638358

ABSTRACT

This study is conducted to examine the effects of parental support on students' academic achievement in English Language subject in secondary school. This study is carried out to examine the effects of parental support which the focus would be on the parents' socioeconomic status and parental involvement. By using the survey techniques, which is the questionnaire, 60 students from Sekolah Menengah Kebangsaan Pengkalan Chepa, Pengkalan Chepa, Kelantan were involved with this study as the respondents. These 60 respondents were all form three students from the best two classes at the school. This study showed that parents' socioeconomic status plays a very minor role in determining the students' academic achievement in English Language subject in secondary school. It also revealed that the parents' socioeconomic status plays a very minor role in determining how involved the parents are with their children's academic achievement in English Language subject in secondary school. The result of this study will change the teachers' perceptions as well as the way they see their students regardless of their socioeconomic status.