



Students' Socio-Economic Status and Their English Achievement in Indonesian Perspective

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Abstract

Language skills are extremely crucial to grasp in order to face the progress of time. In Indonesia, English is a foreign language and has become part of the school curriculum, from elementary school to university. Parents are their children's first educators, and children grow and develop best in their families. As a result, whether directly or indirectly, the existence of the family has an impact on the learning achievement of children. The purpose of this study was to know and explain the relationship between students' socio-economic status and their English achievement in the 8th grade students of SMP Muhammadiyah 1 Makassar. The sample for this study consists of 29 students from class A. The information came from a questionnaire about the students' SES, as well as information from the English teacher about students' English achievement and English scores on the odd semester final test. Both of the data sets were calculated with Person Product Moment Correlation in SPSS Program Version 23. Referring to the research question, the result shows that there was a positive significance correlation between students' socio-economic status (X) and their English achievement (Y). It was found that the correlation value was equal to 0,535, which means the correlation between two variables is moderate (0.40–0.599), it is included in the third category. As the findings showed, $r_{xy} > r_{table} = 0.535 > 0.367$. Therefore, it can be concluded that the students' higher SES had an influence on how their achievement will be measured. For future researchers, the research should be done (if using the same method) with some improvements, such as the type of the questionnaire, number of samples, previous studies, etc. This is expected to show more clearly and comprehensibly the relationship between students' socio-economic status and their learning achievement.

Keywords: *achievement; English; students' socio-economic*

Introduction

English is an International language used in many countries. It helps people learn about and share experiences. It is also used as a medium to apply all the knowledge that people acquire from one moment to the next. With the help of language, people can learn the culture and then enter into the life of society. Without language, they will only be able to deal with the environment in a very limited way. In some countries, like, India, Singapore, Malaysia, and Pakistan, English is their second language. While in Indonesia, English is a foreign language (Marlina 2012). It has become a part of the school curriculum and is taught at all levels, from elementary school to university. This is one of the government's initiatives to help students enhance their English skills. Learning a language is essential for the social development of humans. English is a major international language since it is spoken by more than half of the world's population. It is a global communication tool used to attain trade, sociocultural, scientific, and technological objectives. In addition, its language competence is important in career development. Therefore, students need to understand and use English to increase their confidence in facing global competition.

Academic success is influenced by more than just intelligence. Motivation, teachers, learning styles, the environment, and family engagement can all have an impact on academic success. The learning process and its consequences are greatly influenced by a parent's environment. It is a community where students live and socialize. Because parents are children's first and most influential teachers, the family is the most important social institution for them as a unit of society, for their children, they naturally become teachers. Fitriah (2010) writes, "The child in the home is the recipient of any constructive or negative effect that may result from his house's interaction with the social order in which he is born," Many things are taught to youngsters first by their parents. Children naturally replicate their parents' speech patterns, and they learn their first language.

Parental participation, socially and economically, is very influential on the learning achievement of their children. Families with a strong socio-economic status will, of course, be very concerned about meeting their daily needs and considering the future of their children. A socio-economic assessment is a certain assessment of the economic and social position of a person or family based on income, education, and occupation. (Islam & Khan, 2017). A study of the effects of socio-economic factors on student achievement used income, parents' education, and occupation, material possessed at home, transport, and servants as the indicators of socio-economic status, and the data was analyzed through percentages (Akhtar 2012). The findings indicated that parents' education, occupation, and facilities at home affect the student's achievement. Families with lower socioeconomic status are more likely to focus on how to meet their own needs rather than improve their children's education.

In general, the economic role of parents can be said to have a good impact on

improving student achievement. This is because the students' teaching and learning processes require the use of tools, or a set of tools, to assist students in gaining knowledge and managing learning materials obtained from schools. From the research above, it can be said that the socio-economic participation of parents has a beneficial impact on student achievement. Learning achievement is the result of individual efforts both inside and outside of school to improve their learning. Then, "English achievement" is the ability, skill, and knowledge that they have acquired or learned within a certain time frame. The achievement is marked with a score, which can be seen from the average daily score and the end. Vimala and Lawrence (2012)

Based on the background above, the authors were interested in further analyzing the influence of the students' socio-economic status on their English achievement. For this reason, the writer focused this research with the title "The Relationship between Students' Socio-economic Status and Their English Achievement" based on three related factors: parents' education, occupation, and income at 8th grade in SMP Muhammadiyah 1 Makassar.

Method

The type of research conducted by the researcher was a descriptive, quantitative method using correlational research. Correlation studies investigate the possibility of a relationship between two variables. Through this descriptive research, the researcher will explain what happened in the situation being studied by describing the data through the statistical or quantitative evidence that has been collected. The population of this research was all students in 8th grade at SMP Muhammadiyah 1 Makassar, which consists of four classes with a total of 116 students'. The strategy for selecting sample used a simple random sampling technique. So, the total sample size was 29 students.

The questionnaire was used to obtain some information about the SES of their parents'. The weight of each piece of equipment was measured used Likert scale. To find out the relationship between two variables, namely students' socioeconomic status (X) and students' English learning achievement variables (Y), the researcher analyzed the data using Person Product Moment Correlation. The statistical analysis was done using the Statistical Product and Service Solution (SPSS) Program version 23. In this case, the correlation coefficient was calculated using the interpretation table of the correlation coefficient of r value.

Result and Discussion

1. Descriptive Statistical Analysis Results

By using Person Product Moment Correlation, through SPSS 23, the researcher got the summary as follow :

Table 1: The Statistical Score of Questionnaire Scores Parents' Socio-economic Status(X) and English Achievement (Y)

Variable	N	Minimun	Maximun	Mean	Std. Devition	Sum
Socio-economic status	29	77.00	96.00	85.00	4.949	2465
Students' English Achievement	29	84.00	93.00	86.31	3.103	2503

(Source : Data Processing Results from SPSS 23, 2022)

From the table above, it is known that the respondents are 29 students'. The mean score of students' socio-economic status questionnaire is 85.00, while the highest score is 96.00 and the lowest score is 77.00 Then, while the standart deviation score is 4.949. In addition, it is known that the mean score of English achievement is 86,31 while the highest score is 93.00 and the lowest score is 84.00. Then, while the standard deviation score is 3.103.

2. The Normality Test

The normality test was conducted to see if the data distribution was normal or not. The researcher used SPSS version 23 to test normality of the instruments in this research in order to know whether students' socio-economic status questionnaire and English achievement come from the distributed normal population with significant 5%. The result of normality test is described below:

Table 2: Normality Test of the Data

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
The Students' Socio-economic Status	.144	29	.128	.939	29	.095
The Students' English Achievement	.240	29	.000	.720	29	.000

(Source : Data Processing Results from SPSS 23, 2022)

From the table above, the writer used Shapiro-Wilk. It can be seen that socio-economic status questionnaire was normally distributed, because the value of significance is 0.95 and it is bigger than the value of 5%. It means that $0.95 > 0.05$. In addition, English achievement was positive distributed. It is because the value of significance is 0,00 and it is smaller than the value of 5%, so $0.000 < 0.05$.

3. The Linearity

Linearity test was conducted to see if X variable and Y variable has a linear relationship or nor. This test was calculated by using Person Product Moment Correlation through SPSS 23.

Table 3: The Linearity Test of The Data

			Sum of Squares	df	Mean Square	F	Sig
English Achievement * Socio-economic status	Between Groups	(Combined)	228.519	15	15.235	4.809	.004
		Linearity	82.571	1	82.571	26.062	.000
		Deviation from Linearity	145.948	14	10.425	3.290	.019
	Within Groups		41.188	13	3.168		
	Total		269.707	28			

(Source : Data Processing Results from SPSS 23, 2022)

The criteria for linearity test were if significance value > 0.05 there was is linear relationship between X variable and Y variable and if significance value < 0.05 there was no linear relationship between X variable and Y variable. Significance value for this linearty test was 0.000 > 0.05. From this result, it can be concluded that X variable and Y variable have linear relationship because these two variables have significance value > 0.05.

4. The Correlation Result

Table 4: The Result of Correlation

Correlations		
	Students' Socio-economic Status	Students' English Achievement

Students' Socio-economic Status	Pearson Correlation	1	.553**
	Sig. (2-tailed)		.002
	N	29	29
Students' English Achievement	Pearson Correlation	.553**	1
	Sig. (2-tailed)	.002	
	N	29	29

(Source : Data Processing Results from SPSS 23 , 2022)

The result of the correlation between students' socio-economic status and their English achievement is 0.553. This concluded that there was moderate correlation (0.40–0.559) between the X variable and the Y variable based on $r_{xy} > r_{table}$: $0.553 > 0.367$. It can also be stated that there was a significance correlation between students' socio-economic status and students' English achievement.

The questionnaire normality tests revealed that the data were normally distributed, with a correlation value of = 0.553. After knowing the correlation value, the researcher needs to classify the category of relationship as the table follows:

Table 5: Correlation Coefficient Table

"r" value of product moment	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Moderate correlation
0.60-0.799	High correlation
0.80-1.00	Perfect correlation

From the table, the result is included in the third category (0.40–0.599), which means there was moderate correlation between X variable and Y variable. The result showed $r_{xy} > r_{table} = 0.553 > 0.367$. Therefore, it can be concluded that the students' higher socio-economic status had an influence on the higher the students' learning achievement would be. On the other hand, there was a positive and significant correlation between students' socio-economic status and their English learning achievement.

View education level, income level, and occupation or social position in society. Student achievement can be improved by the level of education of parents who have a good, sufficient parental income. And vice versa, students whose parents' socioeconomic status was relatively low have low learning achievement as well. There was a relationship that was closely influenced by the availability of student learning facilities. Parents who have a high income can meet the needs of their students' learning facilities. The results of this study indicate that people's socioeconomic status as parents has a positive and significant effect on student

achievement. This indicates that the higher the student's learning achievement, the more what they have learned can be directly applied in their lives.

Families were the first places for children to experience education. Because in the family, children grow and develop well, so, directly or indirectly, the existence of the family will affect children's learning success. Family factors have a very big influence on children's success in learning. The level of parental education, low income, insufficient or lack of parental attention and guidance, whether or not both parents get along, whether or not the relationship between the parents is close with the children, whether or not the situation in the house is calm, all of that also affects the achievement of learning outcomes.

The conclusion is that the higher the social and economic status of parents, the children's learning facilities at home will be more fulfilled and the students will be more motivated in the learning process, so that learning achievement will increase. The level of achievement possessed by students is influenced by several factors, one of which is the socioeconomic status of their parents. According to Slameto (2015), the economic situation of the family is closely related to the success of the children's learning achievement. The needs of children who must be fulfilled in the learning process are food, clothing, health, and facilities such as study rooms, tables, chairs, lighting, and books. Study facilities like this can only be fulfilled if the parents have enough money.

Parents' socioeconomic status certainly plays a role in the development of their children. The family who has a good socio-economic status will certainly pay attention, be good at meeting daily needs, and think about the future in front of their children. In this case, good parental education and income from sufficient parents' economies can improve students' economic learning achievement. And vice versa, students with parents of relatively low socioeconomic status have low economic learning achievement as well. Good learning achievement cannot be obtained by relying solely on the information given by the teacher in front of the class, but also requires tools that are adequate, such as a notebook, pencil, pen, and, first of all, books for reading. Most of the learning tools must be provided by the students themselves. Parents whose economic situation is inadequate, of course, cannot meet the needs of their children.

If this situation occurs in the parents of students, then the students concerned will bear unexpected risks such as missing the subject matter and a lack of interest in learning. From the results of his research, it is shown that socioeconomic status has a positive and significant effect on student achievement.

Conclusion

In conclusion, parents' socio-economic status is one of the factors affecting the students' achievement. As educational components, parents' take place as educator, they also provide the educational milieu for their children, and they also can help their children to reach the better achievement in English subject. Based on

the results of the descriptive analysis, it shows that the average socio-economic status of parents of students at SMP Muhammadiyah 1 Makassar is quite high. Looking at the education level of parents' attention to English lessons are 28.16, income levels, parents' contributions in fulfilling learning facilities and infrastructure are 23,60 and parents' occupation as well as social position and influence in society are 20.60. However, it was found that the highest level of relationship to English achievement was parental education and the lowest relationship was parental occupation. Parents who are highly educated have great attention to their children's achievements, especially awareness in English achievement and have a fairly good economic income in fulfilling learning facilities, English courses that can improve student achievement. Vice versa, students whose parents' socioeconomic status is relatively low have low learning achievement as well. In addition, their concentration is also disturbed if the economic situation is not supportive in their family.

The results of this study indicate that the socio-economic status of the community as parents has a positive and significant effect on student achievement in this case indicating that the higher the socioeconomic status of the parents, the higher the achievement in English. The researcher's socioeconomic status was defined as their level of education, the amount of income their parents receive each year, and their occupation or social position in society; These three factors are used as indicators in the study. If the socioeconomic status of the students' parents is good, the chances of students getting learning outcomes will also be good. This study are in accordance with the theory and some previous research results. The socio-economic status of parents certainly plays a very important role in the growth and development of their children. Families that have a good socio-economic status, of course, will pay attention, are good at meeting daily needs and thinking about the future of their children. In this case, a good parent's education and income, an adequate parent's economy can improve students' economic learning achievement. Vice versa, students with parents whose socioeconomic status is relatively low have low economic learning achievement as well. Referring to the research question, it shows that there is positive correlation between students' socio-economic status (X) and students' English achievement (Y). The r_{xy} is 0.553 which means the correlation between X variable and Y variable is moderate (0.40-0599). It can be said too that the students' socio-economic status gives positive correlation on students' English achievement. Moreover, learning achievement can be influenced by many factors, such as motivation, teachers, method, learning style, educational system. All of the factors are allied to affect the achievement. The factors support each other.

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