

THE EFFECT OF PARENTAL SOCIO-ECONOMY ON STUDENTS' ENGLISH ACHIEVEMENT

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Abstract: The purpose of this study was to figure out the effect of the socio-economic status of parents on students' English achievement. The research design of this study was ex-post facto research. The participants were the first grade of MA Bilingual Batu and took 30 students as the samples. The instruments of the research were the questionnaire and the midterm test score. The data were analyzed using IBM SPSS version 20 with using independent sample t-test. The mean score of students with high socioeconomic status was 61.36 and 51.14 for students with the low socio-economic status of parents. The data showed that the significant value was 0.002 which means there was a significant different between socio-economic status of parents and students' English achievement.

Keywords: Socio-economic, students' English achievement, online learning

INTRODUCTION

English is an international language that very important means of communication, especially in the globalization era. Learning English is the key to make our young generation's life better because many aspects of our lives need English ability, such as to find a job, to get a scholarship, to traveling around the world, and so on. According to Tomul and Polat (2013), higher education will specifically decide better employment prospects as well as a high salary, because higher education is directly linked to individuals' real-life business performance. We are as an English teachers should know that the main point of learning English is not only about getting a great score on tests but also the main point is students can implement their English skills in real life.

To know the ways how to get the score, the teacher should know the background of students. One of the most important backgrounds of students that teachers should know is the background of their socioeconomic status of their parents

because it has a big effect on their achievement. According to Leuven et. al (2010), to standard economic theory, financial rewards and accomplishment have a positive relationship.

Socio-economic status is the position of social status of someone in society based on their job, economic status, and background of education. Suleman et al (2012) said that “Socioeconomic status is the combination of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level, and occupational status”. Generally, people who have a good job and high education will have a high social position in society.

The socioeconomic status of parents has a big effect on children, either on their life or their education level. Suleman et al (2012) show that children with a good socioeconomic status perform better academically, whereas those with a bad socioeconomic status perform poorly and unsatisfactorily. It can happen because usually people who have a good socioeconomic status will more competitive and want to their children get the position as good as their parents. On the other hand, people who have a bad socioeconomic status are not too concerned with academic achievement because they feel they have enough of what they have. Thus, Heyneman (2005) stated that for several years, studies have shown that students whose parents' socioeconomic status is poor do not perform well in school. It demonstrates that a parent's history has a significant impact on a student's achievement.

The background of the socioeconomic status of parents has a big effect on students' achievement. Milosevic et al (2016) stated it is a provable fact that families with wealthy parents in terms of education, social status, and economic status foster higher levels of achievement in their children. It can happen because they have a big motivation to be as successful as their parents through be good at education. Someone who is in high socioeconomic status also has good facilities to make it easy to get information and make relation with others.

According to Tomul and Polat (2013), One of the most significant factors that influence the length of time a child spends in school is his or her family's income.

Children from low socioeconomic conditioned families do not have a study environment in their home to have a positive influence on their academic achievement at school. Most of them end their school because they don't have money to pay their tuition fee in the school. It can be a big factor that can affect students' motivation to get high education. They will feel that their parents are in low economic status and they decide to help their parents to work and leave their school.

According to Fadillah (2014), Non-native English speakers struggle to master the language while using it as a second language or as a foreign language. In a country that uses English as a first language is too easy to understand everything about English, such as speaking, listening, reading, and writing. But, for the country where use English as a second language or foreign language is not as easy as them to understand English. Fadillah (2014) found that students who live in a country where English is not used for daily communication have a tough time mastering the language. So, it will force English teacher to make an interesting way to teach English that can make easy to understand for the students.

English achievement is one thing that should be reached by students in English classrooms. English has four skills, there are speaking skills, writing skills, reading skills, and grammar. Students' English achievement is one thing that can count how far students' English understanding in the classroom. Students' English achievement is influenced by some factors, such as their parent's educational background, home environment, and their parent's economic status. Those factors are called 'Socio-Economic Status of Parents'.

English achievement is influenced by internal and external factors. Internal factors are influenced by the knowledge, motivation, and intelligence of each student. Those factors can affect students' English achievement because it can make learning and teaching process different. According to Rugutt and Chemosit (2005), these psychosocial characteristics (such as self-concept, attitudes, habits, intrinsic motivation, and overall student interest in learning) can help teachers design effective classrooms. Then, motivation and language achievement have a clear correlation. Someone who has high motivation will reach a maximum achievement, someone who

has low motivation will reach a minimum achievement. Lasagabaster (2010) states that regardless of the uncertainty, research conducted in a variety of settings has revealed a clear connection between motivation and language achievement.

External factors are influenced by a family's environment and the socioeconomic of parents. Tomul and Polat (2013) found that institutional factors are linked to family and parental pressures, social reasons, school-related reasons, student-instructor relationships, and home and living circumstances, while personal reasons are linked to an individual's intelligence, knowledge, and abilities. A good family environment can increase students' motivation to learning in the school because they have a positive personality and good character. In addition, parental socio-economic also affect students' English achievement.

Nowadays, there is a significant change in the educational system in the world because of the Covid-19 pandemic. Every part of education using the learning and teaching process, to prohibit spreading this virus. Allo (2020) states that learning tasks that were formerly carried out in the classroom using the face-to-face approach have been moved to an online learning environment. Online learning and teaching are rather strange in Indonesia because we usually use face-to-face learning and teaching in the school.

This situation has a little constraint to teachers and students whom both have a lack of knowledge of technology and there are in the remote area. This pandemic has a big effect on many aspects especially the economic and education. So, reasearcher want to know that socio-economic of parents can influence students' English achievement in online learning during this pandemic.

METHOD

This study was conducted with quantitative research that utilizes an ex post facto research design. Ex-post facto research is a type of study in which the researcher speculates on the possible causes that can change something occurs. The aim of this research design is to examine the effect of socioeconomic status of parents

on students' English achievement in online learning during the covid 19 pandemics at first grade of MA Bilingual Batu. The researcher took 30 students as a sample in this study.

In this research, the instruments were questionnaire and students' midterm examination score. The questionnaire was multiple choice contain of 25 questions. The researcher shared the questionnaire through Google Form then separate them into two groups: high socioeconomic status and low socioeconomic status. There are 25 questions of grammar and reading section for the English midterm examination which contain all of the material during a half of semester. After got the questionnaire score and midterm examination score, the researcher analyz the data using IBM SPSS 20.

FINDINGS AND DISCUSSIONS

In this part, the reseacher describes and analyze what was identified in the data that was found in the first grade students. There are three steps in analyzing the data using IBM SPSS 20: normality test, homogeneity test, and independent sample t-test.

Normality Test

To make sure the data contributed normally, there was a normality test which can show in the table below.

Tests of Normality							
	GROUP	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
SCORE	HIGH- SOCIOECONOMIC	.141	15	.200*	.926	15	.240
	LOW- SOCIOECONOMIC	.140	15	.200*	.945	15	.445

The table above shows that the significant value is 0.240 and 0.445. The researcher used Shapiro-Wilk because the subject is less than 50. We know that the significant value should higher than 0.05 (> 0.05) to be categorized the data is

normally distributed. So, we can conclude that the data were distributed normally because the significant value is higher than 0.05.

Homogeneity Test

A homogeneity test was used to know the data homogeneous or not. It shows in the table below.

		Levene's Test for Equality of Variances	
		F	Sig.
SCORE	Equal variances assumed	4.992	.034
	Equal variances not assumed		

The data called homogeneous if the significant value is higher than 0.05 (> 0.05). The table above shows that the significant value is 0.034 which means that more than 0.05. So, the data in this research was homogeneous.

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
HIGH SOCIOECONOMIC	15	48	76	62.33	9.796
LOW SOCIOECONOMIC	15	40	60	50.67	6.172
Valid N (listwise)	15				

From the descriptive Statistic above, the lowest score for students with high socioeconomic status was 48 and the highest score was 76. Then, the lowest score for students with low socioeconomic status was 40 and the highest score was 60. The mean scores for students with high socioeconomic status were 62.33 and 50.67 for students with low socioeconomic status. It means that students with high socioeconomic status have a higher score than students with low socioeconomic status. Next, an independent sample t-test was used to describe the significant

difference between students with high socioeconomic status and students with low socioeconomic status.

Independent Sample Test

Independent Samples Test								
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
SCORE	Equal variances assumed	3.903	28	.001	11.667	2.989	5.543	17.790
	Equal variances not assumed	3.903	23.603	.001	11.667	2.989	5.491	17.842

The data called there is a significant difference when the significant value (Sig. 2-tailed) is less than 0.05 (< 0.05). The data show that the significant value (Sig. 2-tailed) is 0.001 which means that less than 0.05. So, there is a significant difference between students with low socio-economic status and students with high economic status on students' English achievement.

The result of this study was there is an effect of socio-economic status of parents on students' English achievement in online learning during the covid-19 pandemic. Students who have the high socio-economic status of parents have a higher score than students who have the low socio-economic status of parents.

This result in line with Heyneman (2005), he stated that for several years, studies have shown that students whose parents' socioeconomic status is poor do not perform well in school. It can show that students with high socioeconomic status have a better performance in the school because they have a good facility and attention from their parents about their school. Students with low socioeconomic status of parent do not have a good performance in the school because their parents do not give a good facility in their online learning process and do not give attention for it. They just focus on how to make a money to fulfill their daily necessary.

The socio-economic status of parents is one of the things that can influence the student's achievement in school. This result was supported by Suleman et. al (2012). They conclude that there is a significant effect of the socio-economic status of parents on the academic achievement of secondary school students which used 1500 secondary schools and took 25 students from each school.

Yulia (2017) also in a way with the result in this research. She found that there is a connection between student's socioeconomic status and students' academic results; students whose scores were good scores came from good socioeconomic levels that use eleven grade as a subject in her research. The subject is almost the same as that research which using senior high school as a subject and has the same result of the research.

From the data, the researcher believes that the socioeconomic status of parents has a big effect on students' English achievement. Students who have the high socioeconomic status of parents will more get support, facility, and motivation from their parents than students who have the low socioeconomic status of parents. It is proven in the data that students with low economic status are not as easy as those with high socioeconomic status to get good learning facilities.

CONSLUSION AND SUGGESTION

After the data collected and analyzed, it can be concluded that there is an effect of socio-economic status of parents on students' English achievement in online learning during the covid-19 pandemic. The higher the socio-economic level, the higher students' English achievement. Students who have the high socio-economic status of parents got a better score than students who have the low socioeconomic status of parents. It can happen because they have more motivation, support, and good facilities than those with low socioeconomic status. The students with low socio-economic levels tend to have low English achievement. Those who have low economic status do not have so high motivation and support and also do not get such good learning facilities.

The researcher has some suggestions based on the process that has been passed by researchers in this study in order to facilitate further researchers in conducting research. First, the teachers should know the level socio-economic background of the students to understand the character and score obtained by students. If the teachers understand it, they will be able to treat them better. The teachers have to give more attention to students with the low socio-economic status of parents because they need more support and motivation to learning so that teachers made help the students learn English in a better way.

Second, in this research the researcher using 30 students from the tenth grade of senior high school students. It was not enough to represent the more general community. So, it should be better for the further researcher to use the bigger subject than this research to represent a more general community to better study and get a more valid result.

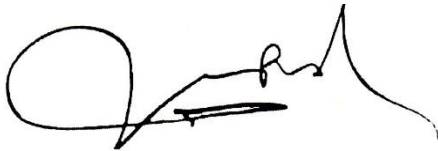
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Approved by,
Advisor I

A handwritten signature in black ink, consisting of a large, stylized 'Y' followed by a series of loops and a final upward stroke.

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