


STUDENTS' SOCIO-ECONOMIC STATUS AND THEIR ENGLISH ACHIEVEMENT IN INDONESIAN PERSPECTIVE

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 20, 2023 Revised: September 7, 2023 Accepted: November 15, 2023 Published: Desember 9, 2023</p> <p>Keywords: Achievement English Socio-economic Students'</p>	<p>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 data comes from a survey of the students' socioeconomic status, as well as information from the English teacher on students' English achievement and results on the odd semester final exam. Person Product Moment Correlation in SPSS Program Version 23 was used to calculate both data sets. 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. Future researchers should do the study with certain improvements (if using the same approach), such as the type of questionnaire, amount of samples, prior studies, and so on. The link between students' socioeconomic situation and their learning success should be shown more clearly and comprehensibly as a result of this.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English is an international language used in many countries. It allows people to learn about and share their experiences with one another. It's also used to put all of the knowledge people pick up from one moment to the next to good use. People can learn about culture and then participate in society's life with the use of language. They will be able to deal with the surroundings only to a limited extent if they do not have access to language. 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, it's 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, "Any positive or negative influence that his house's connection with the social order in which he is born has an impact on the child in the family," says the author. Parents teach their children many things first. 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). Income, parents' education and career, material possessions at home, transportation, and servants were used as markers of socio-economic status in a research of the impact of socio-economic determinants on student accomplishment, and the data was analyzed using percentages (Akhtar 2012). The data revealed that a student's achievement is influenced by his or her parents' education, career, and home environment. Lower-income families are more inclined to concentrate on how to meet their own needs than than how to improve their children's education.

In general, parents' economic roles can be regarded to have a positive impact on student accomplishment. This is because students' teaching and learning processes necessitate the use of tools, or a set of tools, to aid students in gaining knowledge and managing school-provided learning materials. 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. The ability, skill, and information that they have acquired or learnt within a specific time span is referred to as "English achievement." The achievement is denoted by a score, which may be viewed in the average daily score and at the conclusion. Lawrence and Vimal (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 focusses 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.

RESEARCH 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. The researcher used Person Product Moment Correlation to investigate the association between two variables, namely students' socioeconomic status (X) and students' English learning achievement characteristics (Y). The Statistical Product and Service Solution (SPSS) Program version 23 was used for the statistical analysis. In this situation, the correlation coefficient was determined using the correlation coefficient of r value interpretation table.

RESULT AND DISCUSSION

1. Descriptive Statistical Analysis Results

By using Person Product Moment Correlation, trough 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)

The replies are 29 students, according to the chart above. The socioeconomic status questionnaire's mean score is 85.00, with the maximum score of 96.00 and the lowest score of 77.00. The standard deviation score is then 4.949. In addition, the average English achievement score is 86.31, with the maximum score of 93.00 and the lowest score of 84.00. The standard deviation score is then 3.103.

2. The Normality Test

The normality test was used to determine whether or not the data distribution was normal. The researcher used SPSS version 23 to examine the normality of the instruments in this study in order to determine whether the students' socioeconomic status questionnaire and English achievement originate from a 5 percent dispersed normal population. The following is the result of the normalcy test:

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

The linearity test was used to determine whether or not the X and Y variables have a linear relationship. Person Product Moment Correlation was used to calculate this test in 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)

Here was a linear link between X variable and Y variable if the significance value was greater than 0.05, and there was no linear relationship if the significance value was less than

0.05. This linearty test had a significance value of $0.000 > 0.05$. Because these two variables have a significance value of > 0.05 , it may be argued that X and Y have a linear relationship.

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.

Children's early educational experiences took occurred in their homes. Because children grow and develop effectively in families, the family's existence will have an impact on children's learning achievement, whether directly or indirectly. Family variables have a significant impact on children's academic progress. 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 parents have a close relationship with their children, and whether or not the home environment is calm all have an impact on 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

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 socioeconomic 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.

Children receive their education first and foremost from their families. Because children grow and develop successfully in families, the family's presence will have an impact on the success of children's learning, whether directly or indirectly. Environmental elements in the home have a significant impact on a child's ability to learn. The level of parental education, low income, lack of parental attention and guidance, whether or not both parents get along, whether or not the relationship between parents and children is close, whether or not the home is calm, all of these also affect the achievement of learning outcomes. Situational conditions at home also have an impact on learning performance. The size of their home, whether they have equipment or learning material, and their money are all expected to assist their children's education, which in turn influences their learning achievement.

In addition, parents who have high positions in work or are influential in society can set good examples for children so that children can be motivated to have high ideals like their parents or even more than their parents. Basically the socioeconomic status of parents is one of the main factors that can affect student achievement. 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.

The conclusion is that the higher the social status and economic status of parents, the learning facilities for children at home will be more fulfilled and students will be more motivated in the learning process, so that learning achievement will increase. The level of achievement of students is influenced by several factors, one of which is the socioeconomic status of their parents. According to Slameto (2015), family economic conditions are closely related to the success of children's learning achievements. Children's needs that must be met in the learning process are food, clothing, health, and facilities such as study rooms, tables,

chairs, lighting, and books. This learning facility can only be fulfilled if the parents have enough money.

The results of 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 socioeconomic 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. Good learning achievement cannot be obtained only by relying on the information provided by the teacher in front of the class, but also requires adequate tools, such as notebooks, pencils, pens, and reading books. Most of the learning tools must be provided by the students themselves. Parents whose economic situation is not sufficient, of course, cannot meet the needs of their children.

If this situation occurs to the parents of the student, the student concerned will bear unexpected risks such as missing the subject matter and lack of interest in learning. In response to the study question, there was a positive relationship between students' socioeconomic level (X) and their English achievement (Y). The r_{xy} value is 0.553, indicating a moderate correlation between the X and Y variables (0.40-0.599). It's also worth noting that kids' socioeconomic situation has a favorable impact on their English achievement. Furthermore, various elements, such as motivation, teachers, technique, learning style, and educational system, might impact learning achievement. All of the components work together to influence accomplishment. The elements complement one another.

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