

**CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS
AND STUDENTS' ACADEMIC ACHIEVEMENT**



PREPARED BY

MARWAH

F211 16040

ENGLISH DEPARTMENT
CULTURAL SCIENCE FACULTY
HASANUDDIN UNIVERSITY

2021

THESIS

**CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS
AND STUDENTS' ACADEMIC ACHIEVEMENT,**

By

MARWAH

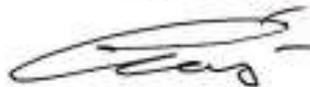
Student No: F21116040

It has been examined before the Board of the Thesis Examination on
Thursday, 22 may 2021 and is declared to have fulfilled the
requirements.

Approved by

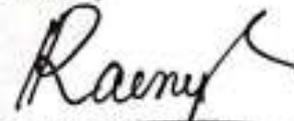
Board of supervisors

Chairman



Dr. Abidin Pammu M.A., Dipl.TESOL
NIP. 196012311986011071

Secretary



Sitti Sahraeny, S.SAM Appling
NIP. 197203181998022001

Dean of Faculty of Cultural Sciences
Hasanudin University



Prof. Dr. Akim Duli, M.A
NIP. 196907161991031010

Head of English Literature
Program



Dr. Abidin Pammu M.A., Dipl.TESOL
NIP. 196012311986011071

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 415/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by MARWAH (F21116040) to be examined at the English Literature Program of Faculty of Cultural Sciences.

Makassar, 22 April, 2021

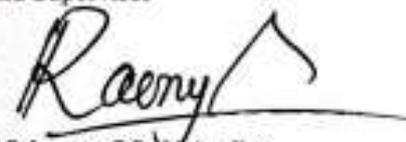
Approved by

First Supervisor



Dr. Abidin Pammu, M. A., Dipl. TESOL
NIP. 196012311986011071

Second Supervisor



Siti Sahraeny, S.S., M. Appling
NIP. 197203181998022001

Approved by the Execution of Thesis Examination by

The Thesis Organizing Committees

On Behalf of Dean

Head of English Literature Program



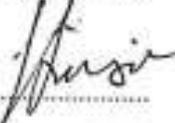
Dr. Abidin Pammu, M. A., Dipl. TESOL
NIP. 196012311986011071

**ENGLISH LITERATURE PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

Today, Thursday 22 April 2021, the Board of Thesis Examination has kindly approved a thesis by MARWAH (Student No. F21116040) entitled, **CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACADEMIC ACHIEVEMENT**, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 22 May, 2021

BOARD OF THESIS EXAMINATION

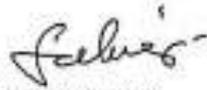
- | | | |
|---|-------------------|--|
| 1. Dr. Abidin, Pammu M.A., Dipl. TESOL. | Chairman | 1.  |
| 2. Sitti Sahraeny, S.S., M. Appling. | Secretary | 2.  |
| 3. Dr. Sukmawaty, M. Hum. | First Examiner | 3.  |
| 4. Drs. Husain Hasyim, M. Hum. | Second Examiner | 4.  |
| 5. Dr. Abidin, Pammu M.A., Dipl. TESOL. | First Supervisor | 5.  |
| 6. Sitti Sahraeny, S.S., M. Appling. | Second Supervisor | 6.  |

DECLARATION

The thesis by MARWAH (No. F21116040) entitled, **CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACADEMIC ACHIEVEMENT**, has been revised as advised during examination on 2021 and approved by the board of Undergraduate Thesis Examiners.

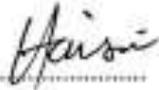
1. Dr. Sukmawaty, M.Hum.

First Examiner

1. 

2. Drs. Husain Hasyim, M.Hum.

Second Examiner

2. 

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama	MARWAH
Nomor Iduk Mahasiswa	F21116040
Jenjang pendidikan	S1
Program Studi	Sastra Inggris

Menyatakan bahwa skripsi yang berjudul **CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACADEMIC ACHIEVEMENT** adalah BENAR merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain.

Apabila dikemudian hari terbukti atau bahwa sebagian atau keseluruhan isi skripsi ini karya orang lain atau dikutip tanpa menyebutkan sumbernya maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 22 Mei 2021



METIN
TIME
Marwah

ACKNOWLEDGEMENT

PREFACE

The writer would like to express her gratitude for Allah SWT , because his blessings, the writer was able to finish her undergraduate thesis entitled *Correlation between parents' socio-economic status an student academic achievement* . The writer would also deliver her gratitude to her parents for their never-ending support towards the writer , and writer's supervisor Abidin Pammu and Sitti shraeny for their time, energy, guidance , and effort to help the writer finish this thesis . for the last, the writer would also like to thank to Qais Zhafran Reyhan for his time, support, an his never-ending motivation for the writer in order to finish her undergraduate.

ABSTRAK

Marwah. *The Correlation between Parents' Socio-economic Status and Students' Academic Achievement* (Dibimbing oleh Dr. Abidin Pammu, M.A., Dipl. TESOL dan Sitti Sahraeni, S.S., M.AppLing.)

Penelitian ini bertujuan untuk menguji korelasi antara status sosio-ekonomi (SES) orang tua dan capaian akademik mahasiswa dan juga untuk mengukur signifikansi korelasi tersebut.

Penelitian ini menggunakan metode kuantitatif deskriptif dengan melibatkan 21 dari total 100 mahasiswa Sastra Inggris Angkatan 2016. Sebuah kuisioner digunakan untuk mengukur tingkat status sosio-ekonomi (SES) orang tua mahasiswa serta nilai beberapa mata kuliah mereka. Melalui kuisioner, variabel-variabel yang berkaitan dengan SES orang tua seperti: pemasukan, Pendidikan, pekerjaan, dan tanggungan diukur untuk mengetahui tingkat SES masing-masing orang tua. Nilai dari empat mata kuliah (membaca, menulis, mendengar, dan berbicara) juga turut diukur untuk dijadikan pembandingan dengan SES orang tua mahasiswa. Kedua variabel dianalisa menggunakan korelasi Pearson.

Hasil dari penelitian ini menunjukkan bahwa status sosio-ekonomi orang tua dan nilai mahasiswa korelasi positif yang cukup tinggi pada nilai .449 dan dinilai cukup signifikan dengan signifikansi pada level .041. Hal ini menunjukkan bahwa salah satu variabel cenderung naik bersamaan dengan naiknya variabel yang lain.

Kata kunci: *socio-economic status, academic achievement, language skills*

ABSTRACT

Marwah. *The Correlation between Parents' Socio-economic Status and Students' Academic Achievement* (Supervised by Dr. Abidin Pammu, M.A., Dipl. TESOL and Sitti Sahraeni, S.S., M.AppLing.)

This study aims to examine the correlation between parents' socio-economic status (SES) and students' academic achievement and to measure its significance.

This study used descriptive quantitative method. It involved 21 out of 100 English students of batch 2016 as sample of the study. A questionnaire was used to measure both their parents' SES and their academic scores. Through the questionnaire, variables related to the parents' SES such as income, education, occupation, and dependents were measured to determine their SES level. Scores from four courses (reading, listening, writing, and speaking) were also measured to be compared to the SES scores. Both variables are analyzed using Pearson's correlation.

The result of the study showed that parents' socio-economic status and students' academic scores have moderately high positive correlation with Pearson's coefficient of .449 and it is considered quite significant with significance level at .041. This shows that one variable tends to increase as the other one increases.

Key words: socio-economic status, academic achievement, language skills

TABLE OF CONTENT

Cover	i
APPROVAL FORM	ii
LEGITIMACY SHEET	iii
AGREEMENT SHEET	iv
DECLARATION SHEET	v
STATEMENT LETTER	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENTS	x
Chapter 1: Introduction	1
A. Background of the Study.....	1
B. Scope of the problem	3
C. Research Questions	3
D. Objectives of the Study	3
E. Significance of the Study	3
Chapter 2: Literature Review	5
A. Previous Studies	5
B. Theoretical Background	6
Chapter 3: Methodology	10
A. Research Design.....	10
B. Sample and Population.....	10
C. Method of Collecting Data.....	10

D. Method of Analyzing Data.....	11
Chapter 4: Finding and Discussion	12
A. Parents' Socio-economic Status.....	12
B. Students' Academic Scores.....	14
C. Correlation between Parents SES and Students' Scores	16
Chapter 5: Conclusion and Suggestion	21
A. Conclusion	21
B. Suggestion.....	22
References	23
Appendix	

CHAPTER 1

INTRODUCTION

A. Background

There are many factors that influence students' academic performance. One of them is socio-economic status (SES) of their parents. It is a combination of income, education, and occupation of parents and has been used as a predictor of students' development (Chung, 2015: 928). Its influence toward academic performance has been long discussed and researched among educational practitioners and researchers (e. g. Schwab & Lew-Williams (2016), Kieffer (2010), Hoff & Ribot (2015), and Chung (2015)). SES plays fundamental role in determining many aspects of life that influence directly or indirectly toward someone's academic life. Children from families with high SES can receive better educational material and get into better schools with good teaching system. In contrast, children from low SES families may not receive any educational material and get into ordinary schools. Higher SES also usually means more educated parents. Parents with higher education usually understand the importance of education and will prioritize their children's educational development.

In the field of language learning, the difference of parents' SES can show different pace in children's learning process. More educated parents who mostly have high SES have far richer vocabulary than the less educated ones. This gives opportunity to children to learn wider range of vocabulary (Hoff &

Ribot, 2015: 325). In addition, highly educated parents also tend to use more complex expression. Children are great imitator. The complex expressions and rich vocabulary will only give them advantages during their early language development stage.

English as one of the subjects that have been taught in many levels of formal education cannot be separated from SES influence. There are many ways in which SES can influence students' English proficiency. Parents with high SES can provide their children with informal English courses or enroll them in a school with bilingual introductory languages. These children will have a head start advantage over their counterparts from low SES families who cannot afford the same privileges. Based on this case, the gap between the two groups will grow wider as they progress in their academic life.

In language teaching, competence and performance are well-known terminologies. The former describes about learners' understanding of the target languages and the latter describes about the application of the language understanding through four communication skills; reading, listening, writing, and speaking. In Indonesian context, in assessing language proficiency, performance level is always ore respected and accepted as learning result. Linked with the case of SES influence toward English proficiency, language performance can be used as a measure to find out the correlation between SES and language proficiency.

Identifying the correlation between SES and language proficiency is fundamental because creating equal opportunities to every student regardless

their socio-economic status is a value that every educational practitioner and stakeholder should ponder about. Through this research, the writer aims to identify any correlation between SES and language performance of the English students of Hasanuddin University.

B. Identification of Problems

Through the background, there are some problems regarding socio-economic status influence toward children's development. First, High SES parents can provide better facilities and means for their children development which their counterpart from low SES could not afford. Second, this difference tends to create bigger gap in children development as they progress through their learning phases.

C. Scope of Problems

To keep the research focused and on track, the problem that is discussed in this thesis is limited to the correlation between English students' socio-economic status and their academic achievement.

D. Research Questions

- Is there any correlation between parents' socio-economic status and their children's academic scores?
- To what extent the correlations of SES and academic scores?

E. Objectives of the Study

- To find out any correlation between parents' socio-economic status and their children's academic scores.

- To examine how significant the correlations between SES and academic scores.

F. Significance of the Study

For practitioners, this research might give a better understanding about the correlation between SES and academic scores so that they can take it into consideration in designing better teaching and learning method.

For researchers and other academicians, this research can be a reference for any further research in this field.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

In this sub-chapter, the writer presented some previous studies that were conducted in the same field as this study.

Hoff and Ribot (2015) through their paper summarized some evidences that show parents' SES have influence toward children's language development. They found out that children high higher SES usually have bigger vocabulary size, better grammatical proficiency some other differences in language-related abilities. These differences were caused by three SES-related differences; they are biological difference caused by health or gene, family function and home environment, and language learning experiences (Hoff & Ribot 2015: p. 326).

Schwab and Lew-Williams (2016) studied the influence of parents' SES toward infants' language development. The study shows that children from higher SES background have richer vocabulary and can produce more complex utterance earlier than their counterparts from lower SES background. It is because high SES parents tend to have more diverse vocabulary and expressions which, in return, influences their children language input.

Li, et. al. (2019) examined the possibility of self-concept to mediate the relationship between SES and academic achievement in Chinese performance.

They found out that the correlation between SES and academic achievement was significant with or without self-concept. Although the correlation was still significant, self-concept has decreased the number. It shows that self-concept might help to fill the gap in students' academic achievement caused by different SES of their parents.

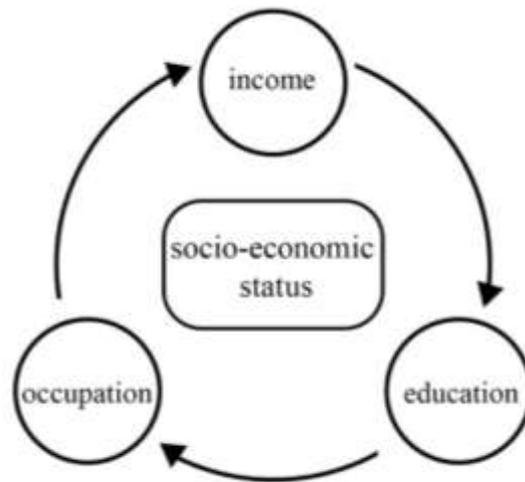
Most studies in this field focused on finding any difference in the early stage of children development. Thus, this creates a gap where we can question how is the impact of parents' SES toward children's later stages of development (i. e. on higher education level). This study aims to see that difference in such context.

B. Theoretical Background

1. Socio-economic Status

Socio-economic Status is a measure used to determine one's position in society. It is a combined measure of three main indicators: income, education, and occupation (APA, 2010). Every indicator relates and influences each other. This relation between the three variables of socio-economic status is shown in the figure below:

Figure 1. SES aspects relation



a. Income

Income includes the household earnings, assets, capital value, and any other indicators regarding wealth. Income influences people's needs. Low income household will mainly prioritize fulfilling their basic needs while high income household have more sufficient wealth to fulfill not only their primary needs but also their secondary, or even tertiary needs.

b. Education

Education determines many aspects in our social lives. People with higher educational degree tend to have more prestigious jobs than those who have lower degree. Society also usually respect highly-educated people highly.

c. Occupation

Occupation plays a big role in determining one's social class. The more prestigious one's job is the higher one's social class is. However, the prestige of an occupation is not universally similar. For instance, working

in a government institution is considered more prestigious in most parts of Indonesia than most of any other occupation available.

2. Language Performance

The term performance in language learning is commonly used to describe a learner's observable ability in using their target language. This is usually shown in their communicative skills (reading, writing, listening, speaking).

a. Reading

Reading ability includes learners' ability to comprehend the text they read and grasp any between-the-line statement intended by the writer. Reading ability is not merely decided by their language competence, but also by their literacy level (Carrell, 1991: 159). More educated parents are usually more literate. Through their parents' influence, children from high SES family may have better circumstance to improve their reading ability.

b. Writing

Writing ability does not only need the understanding of the language structure and rich vocabulary, it also requires the ability to use them properly. Moreover, writing is not only determined by language proficiency level. The basic knowledge on how a good writing structured is essential to create a good writing.

c. Listening

Listening as a language skill covers the ability to grasp every utterance a speaker produced and to comprehend its meaning. Spoken language is not always in a form of direct message. It can be indirect and metaphorical. That is why listening skill is not all about literal understanding.

d. Speaking

Speaking skill requires ability to build chunks of spoken language in spontaneous way. Spoken language usually has distinctive sets of rules. Understanding how context works in influencing the utterance is also important.