THE CORRELATION BETWEEN SOCIO-ECONOMIC CLASS AND

STUDENTS' ENGLISH READING PROFICIENCY

A THESIS

Submitted to the Faculty of Cultural Sciences of Hasanuddin University

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in English Department

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DEDICATION

I dedicate this undergraduate thesis to my beloved mom and dad who loves me endlessly, Mursadat and Munawarah. An unstoppable thankful for the support, prayers, and motivation during my studies, also I appreciate all of the advice given guidance and sacrifices made for my success.

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 369/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the thesis draft by Rahmatiah (F21116313) to be examined at the English Department, Faculty of Cultural Sciences.
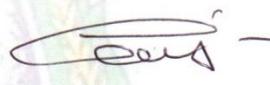
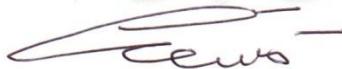Makassar, October 23rd 2020

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THESIS

THE CORRELATION BETWEEN SOCIO-ECONOMIC CLASS AND STUDENTS' ENGLISH READING PROFICIENCY

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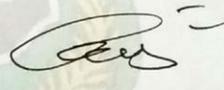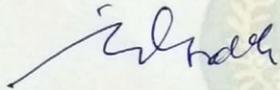**RAHMATIAH**

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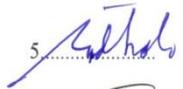Head of English Literature Study Program

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Today, Friday, 27 November 2020, the Board of Thesis Examination has kindly approved a thesis by RAHMATIAH (Student No. F21116313) entitled, **THE CORRELATION BETWEEN SOCIO-ECONOMIC CLASS AND STUDENTS' ENGLISH READING PROFICIENCY**, 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.

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The thesis by RAHMATIAH (No. F21116313) entitled, **THE CORRELATION BETWEEN SOCIO-ECONOMIC CLASS AND STUDENTS' ENGLISH READING PROFICIENCY**, has been revised as advised during examination on 27 November 2020 and approved by the board of Undergraduate Thesis Examiners.

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Makassar, 30 November 2020

(Rahmatiah)

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Finally, this thesis is expected to contribute in learning process and further research at the English language and literature study program. However, it is still far from being perfect then comments and suggestions from readers are highly appreciated.

Makassar, November 5th 2020

The Writer

ABSTRACT

RAHMATIAH. *The Correlation between Socio-Economic Class and Students' English Reading Proficiency* (Supervised by **Noer Jihad Saleh** and **Abidin Pammu**)

This research was proposed to find out the extent of correlation between socio-economic status and English reading proficiency. These two variables are matter since the economic status affects society continuously in this latest 4.0 industry era.

This study applied quantitative methodology as the appropriate method of correlational research. Moreover, the population consist of 220 students at the second year in SMA Negeri 1 Maros which belong to six classes. In conducting the research, the sample was taken randomly that represent 20% of population. Thus, there were 44 students as respondents in this research. The data were collected using questionnaires and reading proficiency test (RPT) which delivered via Google form. Then it was analysed by using statistical package for the social sciences (SPSS) 23.0 version for windows.

The finding of this research is both socio-economic status (SES) and English reading proficiency significantly correlated at medium level. It can be indicated that students with low socio-economic status (SES) almost possibly have low score in English reading proficiency while the students with higher socio-economic status almost likely are proficient reader. In other words, the socio-economic status contributes significantly 50% towards students' English reading proficiency. Finally, this finding implies to the all key audiences to have well understanding to the term of socio-economic status and proficient reader.

Keywords: social class, reading proficiency, Maros

ABSTRAK

RAHMATIAH. *Hubungan antara Status Sosial Ekonomi dan Kecakapan Membaca Bahasa Inggris Siswa.* (Dibimbing oleh **Noer Jihad Saleh** dan **Abidin Pammu)**

Penelitian ini bertujuan untuk mengetahui sejauh mana hubungan antara status sosial ekonomi dan kecakapan membaca bahasa Inggris siswa. Kedua variabel ini penting mengigngat bahwa tingkat ekonomi mempengaruhi masyarakat terus-menerus di era industri 4.0 ini.

Penelitian ini menggunakan metodologi kuantitatif sebagai metodologi yang sesuai dalam penelitian korelasi. Selanjutnya, penelitian ini melibatkan siswa kelas dua SMA Negeri 1 Maros yang berjumlah 220 orang dan terbagi dalam enam kelas. Dalam pelaksanaanya, 20% dari jumlah siswa dipilih secara acak dan ditetapkan 44 siswa sebagai responden. Data penelitian dikumpulkan dengan menggunakan kuesioner (angket) dan soal tes membaca yang didistribusikan melalui Google form. Kemudian, data tersebut dianalisis menggunakan SPSS (statistical package for the social sciences) versi 23.0 for windows.

Hasil dari penelitian ini menunjukkan adanya hubungan signifikan antara kelas sosial ekonomi dan kecakapan membaca bahasa Inggris pada tingkat medium. Dapat disimpulkan bahwa siswa dengan status sosial ekonomi rendah kemungkinan besar memiliki kecakapan membaca bahasa Inggris yang rendah, sebaliknya siswa dengan status sosial ekonomi yang tinggi kemungkinan besar adalah pembaca yang mahir. Dengan kata lain status sosial ekonomi berkontribusi 50% signifikan terhadap kecakapan membaca bahasa Inggris siswa. Pada akhirnya, temuan ini menyiratkan kepada semua audiens untuk memiliki pemahaman yang baik tentang status sosial ekonomi dan pembaca yang mahir.

Kata kunci: kelas sosial, kecakapan membaca, Maros

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CHAPTER I

INTRODUCTION

In this part, the writer covers the general insight of this research. It stands to introduce the overview and provides broad statement generally. In addition, it purposes the reader to point out the territory of this study.

1.1 Background of Study

Language and society cannot be separated as language constructs a social reality for us. It also constructs and shapes our social relationships. For instance, the society serves things to read i.e. books, brochure, letter, and any kind of written language form. These written language form or texts can be represented the society on how the people use the language and what language exist in society.

Nowadays, English has been known-well as international language and as the key of success within society. However the existence of English in the city and country is quite different. Indeed, there are so many English learning institutions, communities, and any English form e.g. stores' name, restaurants' menu, are easily found in the city. Mostly, people in the city have good understanding of the importance of English and to some youngest it becomes their life style. It differs from the country or some selected village that English is still assume as foreign language where they are not familiar and rarely using the language. This represents that the existence of English in the city are widespread than in the country. Especially in

Indonesia as a development country that has variety of social class, race, religion, and cultures could affect the individual, group of people, and broaden community to use English.

Considering the existence of English in the country, the writer will be conducted the research in selected place to find out the positive correlation between society and English written language form. Where the society divided by social class and the writer concerned the ability to read as measurement to support the study.

Reading is not only a cognitive psycholinguistic activity but also a social activity. In relation with reading as a social activity, the reading ability is highly value and important for social and economic growth. Reading helps people to expand their ideas, educate themselves to fit in society, obtaining information through media, improve vocabulary and spelling both written and spoken communication, and etc. Therefore, people with low reading achievement are one of problem in society where it affects verbal ability in expressing opinion and this leads to community which is interested in unnecessary conversation instead of invest their time in reading. Indeed, it has significant affect in the rate of prosperity, poverty, and unemployment.

The international education company survey the English Proficiency Index (EPI) from 72 countries which reported by Yasmine, D. (2016) shown that Indonesia is falling behind Malaysia, Vietnam and other countries in the

region. Indonesia scored 52.91 points, which places it in a "moderate" proficiency band. However, Indonesia beat Thailand, which is in 56th place with 47.21 points, and Cambodia, in 69th place with 39.48 points. Indeed, Indonesia is in 32nd place out of 72 countries.

In line with the low of reading achievement, it is caused by many factors. It possibly occurs in personal, group of people, social interaction, social environment, social class, etc. Moreover, it needs to be identified to obtain further action in relation to improve reading proficiency band among society.

1.2 Identification of Problem

Based on the description above, the writer identifies some problems related to the tittle of this writing are:

1. Some people are less vocabulary as Ganie (2019) in her research found that most of the student were incapable of understanding the meaning (Indonesia meaning) of the text they read and they did not familiar with the vocabulary in the text.

2. Some people are difficult to get the idea or convey the meaning of the text.

In accordance with Mauli (2014:6) research showed that "students felt difficult in identifying main ideas because they did not know the meaning and many unfamiliar words causing difficulties to find main ideas of the passage."

3. Poor comprehension skills.

There are so many things happen during the reading process. For instance, word recognition, figure the idea of the text out, understanding the phrase, sentence, and paragraph meaning, and combine the information of the passage with the reader prior knowledge. When the reader difficult to encounters vocabulary they do not know, they are likely to skip ahead. This caused by lack of reading strategy or applying less strategy of reading (Suryanto, 2017).

1.3   Scope of Problem

The writer limits the problem and focuses on determine the positive correlation between socio-economic class and the students' English reading proficiency in selected senior high school in Maros, South Sulawesi. The aspects looked into were parents' education, occupation, income, wealth, and students' social position in essence social and economic status. Students' reading strategies and skills also involved in this research.

1.4   Research Questions

Based on the scope of problems, several points are then formulated into the following questions:

1. What is the correlation between socio-economic class and students' English reading proficiency?

2. How is the correlation between socio-economic class and students' English reading proficiency?

1.5   Objective of the Research

Based on the questions that the writer has formulated, the objective of this research which the writer wants to extend are:

1. To find out the correlation between socio-economic class and students' English reading proficiency.

2. To investigate the extent correlation of socio-economic class and students' reading proficiency.

1.6   Significance of Study

This study is expected to contribute theoretically and practically as follows:

1. Theoretical benefit

    The finding of this study is suggested to English teachers or lectures as one of reference to implement the effective English reading method in relation to maintenance English reading achievements among their students. Moreover, this also suggested to the students as prior research to enrich their reference in writing their thesis.

2. Practical benefit

    The finding of this study hopefully becomes one of the considerable reading source who are interested in this subject in order to improve their knowledge in English reading proficiency and socio-economic status.

CHAPTER II

LITERATURE REVIEW

This part provides some previous related studies, the theoretical bases of data analysed and some information dealing with social class and reading. It is also discovered facts and claims to confirm this study.

2.1 Previous Related Studies

The study of social class and English reading aspects have been investigated by many researchers which mostly presents in correlational study. Moreover, some previous studies related to this research then narrate by the following paragraph:

2.1.1 Hidayanti's Study in 2015

The title of her research is "*The Correlation between Parental Backgrounds, Students' English Achievement and Linguistics Intelligence*" which was conducted in Makassar, South Sulawesi. The data was taken from three selected junior high school where the different types of parental background exist. The result indicated that there is no correlation between the three variables while linguistics intelligence contributes mostly to the English achievement of the student. Moreover, this research prove that education and income of parents did not affect children's English achievement, although parents' contribution was predicted

to be crucially important factor to children at home and better at school.

2.1.2 Hajriah's Study in 2015

The title of her research is "*A Study of The Correlation between Achievement Motivation, Self-Concept, Socioeconomic Status and English Learning Achievement of The Second Year Students of SMP Negeri 3 Bulukumba*". It was conducted in selected secondary school in Bulukumba, South Sulawesi. The data was analysed using SPSS which taken from 50% of population. Moreover, the finding of this study is the correlation between the three x variables namely achievement motivation, self-concept and socio-economic status is positive and significant toward English learning achievement as y variable.

2.1.3 Molfese, Victoria's Study in 2003

The title of their research is "*The Role of Environment in the Development of Reading Skills*". It was conducted in pre-school of 3 and 10 year age of children in Midwest, US. The study used socio-economic status (SES), Home Observation for Measurement of the Environment (HOME) to analyse the involvement of social environment in relation to reading skills development. Both SES and HOME scores were found to be related to reading abilities, but

pre-school environment measures were more strongly and consistently related to and predictive of reading scores.

Moreover, Rosdiani (2018:7) was conducted research namely *Reading Attitudes of South East Asian Countries* state that "SES as most common factor related to academic achievement has relatively strong correlation with reading performance." The SES in this study is calculated by 'taking into consideration the parents' education and occupations and an array of household possessions' (OECD, 2010).

In line with reading proficiency, Jang (2015) studied *The Effect of English Extensive Reading Activities on The Students' Reading Proficiency and Reading Motivation* in Korea. The study found that "extensive reading activities have a positive influence on students' reading proficiency and their intrinsic motivation".

Based on the study narrated above, it can be conclude that socio-economic status (SES) is significantly correlates to English academic achievement, reading ability, skills, and reading performance. Indeed, the measurements of SES focusing on three aspects are parents' occupation, income and educational background. Further, the study about English reading specifically proficiency has not been investigated deeply in any sociolinguistics sector especially in Indonesia where the social class is existed. Therefore, "*The Correlation between Socio-economic Class and English Reading Proficiency*" research is conducted in order to investigate

the correlation between the social class that determined by SES and English reading proficiency of the students.

2.2 Theoretical Background

2.2.1 Reading

In learning English, there are four skills which the students have to master that are speaking, listening, reading and writing. Reading is considered as the main important skill which classifies as receptive skill as listening.

According to River (1968:24) "reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language."

Moreover, reading is the activity to take information aims to improve knowledge, enrich ideas, build good vocabulary, improving writing skills and sometimes for fun, pleasures and enjoyment.

Clark and Rumbold (2006:6) stated "reading for pleasure refers to reading that we to do of our own free will anticipating the satisfaction those we will get from the act of reading." Further, it also refers to reading kind of written language because we are interested in it.

2.2.2   Reading Comprehension

Reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Chaterin, 2002:1). It is an interactive process that requires using prior knowledge in combination with the printed material. Moreover Smith and Johnson (1980) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. Indeed, reading comprehension means understanding what has or have been read.

The use of words extracts and constructs to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

1. **Factors Affects the Reading Comprehension**

   a. **Social Factors**

   The England-wide survey of the reading habits in Flood (2014) state that "the higher the socio-economic group that someone is in, the more they read."

   b. **Cognitive Factors**

   Cognitive studies of reading have identified phonological processing as crucial to skilful reading, and so it seems logical to suspect that poor readers may have phonological processing problems. One line of research has looked at phonological processing problems that can be attributed to the underdevelopment or disruption of specific brain systems.

   Flood (2014:133) said that "a high cognitive speed level, Cs, is necessary for high reading achievement (high EL), that is, individuals are not likely to become high achievers in reading (high EL), with a low cognitive speed level, Cs."

   c. **Genetic Factors**

   Genetic factors have also been implicated in some reading disabilities, in studies both of family occurrence (Pennington, 1989; Scarborough, 1989) and of twins (Olson, 1994) that differences in brain function and behaviour associated with reading difficulty may arise from environmental and/or genetic factors.

It is important to emphasize that evidence for genetic influence on reading difficulty in the selected population described above does not imply genetic influences on reading differences between groups for which there are confounding environmental differences. Such group differences may include socio-economic status, English as a second language, and other cultural factors. It is also important to emphasize that evidence for genetic influence and anomalous brain development does not mean that a child is condemned to failure in reading. Brain and behavioural development are always based on the interaction between genetic and environmental influences. The genetic and neurobiological evidence does suggest why learning to read may be particularly difficult for some children and why they may require extraordinary instructional support in reading and related phonological processes.

d. Vocabulary

Anderson and Freebody in Flood (2014:80-81) hypothesis that "individuals who score high on a vocabulary test are likely to know more of the words in most texts they encounter than low scoring individuals. Persons with large Vocabularies are better at discourse comprehension because they possess superior mental agility."

Campito in Flood (2014:93) also stated that "verbal ability, represented by such behaviours as 'displays a good vocabulary,' 'reads with high comprehension,' 'is verbally fluent,' and 'converses easily on a variety of subjects."

Those are the factors which confirmed and in line with the previous studies as the common cause that affect in comprehend written language form.

2. Reading Skills

According to an article published in UNSW Sydney in 2014, below the reading strategies are:

a. Skimming

Skimming involves running the eye very quickly over large chunks of text and involves the paragraph text. Skimming allows reader to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes. It helps to quickly locate relevant sections from a large quantity of written material. Especially, useful when there are few headings or graphic elements to gain an overview of a text. Skimming adds further information to an overview. Below the way to skim are:

- Note any bold print and graphics.
- Start at the beginning of the reading and glide the eyes over the text very quickly.

- Do not actually read the text in total. Read a few words of every paragraph, perhaps the first and last sentences.

- Always familiarise with the reading material by gaining an overview and/or skimming before reading in detail.

b. **Scanning**

Scanning is sweeping the eyes (like radar) over part of a text to find specific pieces of information. It helps to quickly locate specific information from a large quantity of written material. To scan text:

- After gaining an overview and skimming, identify the section(s) of the text that probably need to read.

- Start scanning the text by allowing the eyes (or finger) to move quickly over a page.

- As soon as the eye catches an important word or phrase, stop reading.

- When locate information requiring attention, then slow down to read the relevant section more thoroughly.

- Scanning and skimming are no substitutes for thorough reading and should only be used to locate material quickly.

c. **Previewing**

Previewing a text means that getting an idea of what it is about without actually reading the main body of the text. It helps to decide whether a book or journal is useful for reader

purpose, get a general sense of the article structure, locate relevant information and identify the sections of the text you may need to read and the sections you can omit. To preview, start by reading (1) the title and author details (2) the abstract (if there is one) (3) only the parts that 'jump out'; that is: main headings and sub headings, chapter summaries, any highlighted text (4) the first sentence in each paragraph, and (5) examine any illustrations, graphs, tables or diagrams and their captions, as these usually summarise the content of large slabs of text.

d. Predicting

Predicting is closely related to inferring. Readers predict actions, events and outcomes that are confirmed or dismissed during the reading experience. Predicting is like forward inferring. When inferring, the reader looks back to confirm thinking.

When predicting, the reader always looks forward. When readers predict, they use information in the text and their background knowledge to make smart guesses about what they may encounter in the text. Readers use this strategy to prepare to read and monitor their comprehension during a reading experience.

Predicting assists with organising thinking as new material is learned. It requires the reader to substantiate their understanding as they read, while consistently confirming, rejecting or adjusting their predictions.

2.2.3   Reading Proficiency

The National Assessment of Educational Progress (NAEP) defines reading definition only for the purposes of the assessment that "reading is an active and complex process which involves: (a) understanding written text, (b) developing and interpreting meaning, and (c) using meaning as appropriate to type of text, purpose, and situation." Moreover, some critical skills to reading development convened in 1997 by The National Reading Panel (NRP) found phonemic awareness, phonics, reading fluency, and reading comprehension.

Reading proficiency then define as; (a) the ability to identify the words on the page accurately and fluently, (b) that reader have enough knowledge and thinking ability to understand the words, sentences, and paragraphs, and (c) they be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text. This emphasize that motivation to understand and learn from text is a critical component of reading comprehension. Moreover, (Torgesen, 2007:1) "reading proficiency requires three sets of interrelated skills that develop

over time are language and communication, mechanics of reading, and content knowledge." Indeed, New Hampshire's PreK-Literacy Plan stated "proficient readers enjoy multiple strategies and processes to understand text."

2.2.4 Reading Level and Measurements

Reading proficiency is commonly measured by national or state standardized measures and in some states, age/grade assessments of literacy. A rating of "proficient" generally means that a student has mastered age/grade level expectations. The NAEP defines proficiency as follows:

1. Basic; denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

2. Proficient; represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter.

3. Advanced; signifies superior performance.

However, an analysis of 2007 NAEP ratings of proficiency and state standards found that "definitions" of proficiency between the NAEP ratings and state standards can differ widely. For instance, many states do not explicitly define reading, except in terms of specific skills to be accomplished by the grade. Almost all states identify students who are proficient or not, based on state-wide standardized measures or standards at grade level. Some are

implementing a comprehensive system of assessment including universal screening e.g. kindergarten entry assessments or literacy screeners and formative assessments e.g. benchmark measures or response to intervention (RTI) processes.

2.2.5   Sociolinguistics

Sociology is a branch of the social sciences that uses systematic methods of empirical investigation and critical analysis to develop and refine human body of knowledge about human social structure and activity. Sometimes it comes with the goal of applying such knowledge to the pursuit of social welfare.

Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. Sociologists investigate the structure of the groups, organizations, societies, and how people interact within the context. Since human behaviour is shaped by social factors, the subject matter of sociology ranges from intimate family to the hostile mob, gender and social class to the shared beliefs of a common culture.

> According to an article published by SIL International in 2019, that "linguistics is the study of language - how it is put together and how it functions. Various building blocks of different types and sizes are combined to make up a language. Sounds are brought together and sometimes when this happen, they change their form and do interesting things. Words are arranged in a certain order, and sometimes the beginnings and endings

of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand."

Then sociolinguistics define as Wardhaugh (2015:1) states that "sociolinguistics is the study of our everyday lives – how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language."

In other words, sociolinguistics is the study of language and social factors. It is related to the any social aspects and its' correlation to the aspects of language, including cultural norms, expectations, context of language use and on how society influence the language structure and function in both written and spoken language form. However, sociolinguistics is differ from the sociology of language which focuses on the impact of the language to society.

2.2.6   Social Class

Social class is a central concept in sociolinguistics study in order to have the understanding of social structures and the sociological literature on class. Moreover, "two central components of social class are (1) the objective, economic measures of property ownership and the power and (2) the subjective measure of prestige, reputation and status" (Sharon, 2013).

According to encyclopaedia Britannica "social class, also called class, a group of people within a society who possess the same socio-economic status." Besides being important in social theory, the concept of class as a collection of individuals sharing similar economic circumstances has been widely used in censuses and in studies of social mobility.

In addition, social class is a group of people that occur and determined by the same characteristics of people in society. It is not only determined by socio-economic status, but also other variables i.e. cultures, politics, law, race, etc.

1. **Socio-economic Status (SES)**

Socio-economic status or class is a variable that may be seems to be related with many other aspects of human experience. This relationship of the socio-economic status category to the dimensions of human diversity is extremely complex (George, C. 1981). Moreover, Socio-economic status (Oakes, 1994) is one of those terms to subtly suggest a deep understanding of how society works, or perhaps how it should work. While it is understandable that few go beyond a cursory understanding of the construct, among social scientists the term is serious business because it connotes one's position in the social hierarchy, how the hierarchy is structured, and very often one's consequent life chances.

In other words, socio-economic status (SES) indicates one's access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities, and it is access to such resources that enable individuals and/or groups to prosper in the social world.

2. Socio-economic Status (SES) Measurements

The socio-economic status has been measured in many ways, including educational and occupational attainment, exposure to poverty, income and exposure to adverse life events such as unemployment or mono-parental families (Fergusson, 2008). In line with Bradley and Corwyn (2002) viewed SES as a broad construct representing a family's access to social and economic resources, and most frequently assess using measures of family income, parents' educational level, and occupation.

Some indicators also describe in *Handbook of Research Design and Social Measurement* by Delbert Miller has been used since 1930's such as grouping of occupation, occupational rating scale index of status characteristics, occupational prestige ratings, living room scale and Sewell's short form of the farm socio-economic status scale.

Moreover, an agency namely Biro Pusat Statistik (BPS) which responsible to execute statistical surveys in indonesia categorizes socio-economic status as follows;

- *Kategori tinggi : pendidikan S1, penghasilan antara 5 juta – 10 juta/bulan, kendaraan mobil, motor, rumah permanen.*
- *Kategori sedang : pendidikan D3, penghasilan antara 2,5 juta – 5 juta/bulan, kendaraan mobil motor, rumah semi permanen.*
- *Kategori rendah : pendidikan SMP/SMA, penghasilan antara 1 juta – 2,5 juta/bulan, kendaraan motor, rumah tidak permanen.*

- "High class/upper class: bachelor degree, 5 million – 10 million/month of income, owning car, bike, and permanent residence."
- "Middle class: diploma degree, 2.5 million – 5 million/month income, owning car, bike, and semi-permanent residence."
- "Lower class: junior/senior high school, 1 million – 2.5 million income, owning bike and non-permanent residence." (BPS, 2012:31)

Based on the description above, there are many varieties of socio-economic status measurements as it investigated by many factors within society. It can be inferred that educational background, family income and wealth are the most significant factors to indicate the socio-economic status. Therefore, in this research the measurements of socio-economic status is focused on the indicators according to Indonesian statistics agency which locally known as Biro Pusat Statistik (BPS) that assumed to be the suitable way, especially in investigating the socio and economic stratification in Indonesia.