

**CORRELATION BETWEEN SOCIO-ECONOMIC STATUS (SES) AND  
STUDENTS' MOTIVATION IN LEARNING ENGLISH  
OF EFL LEARNERS**

**(A Correlational Study at The Fourth Semester Students of English Education  
study Program IAIN Bengkulu in Academic Year 2019-2020)**

**THESIS**

**Submit as a Partial Requirement for “Sarjana Degree” (S.Pd)  
In English Education study Program**



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*Assalamu'alaikum Wr. Wb*

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*Wassalmu'alaikum Wr.Wb*

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### CERTIFICATION

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## MOTTO



يَتَأَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ



*Meaning:* you who have believed,  
seek help through patience and prayer.

Indeed, Allah is with the patient.

(Al-Baqarah: 153)

I believe that everything I've got today is the best from God  
And I believed that He'll always gives the best for me  
At the time he has determined

## **DEDICATION**

With gratitude and all my love, this thesis is dedicated to special ones who supported me during writing the thesis:

- ❖ My beloved father, Gunawan, and my beloved mother, Hartati Sumaini. Thank you a million for supporting me through the power of your pray.
- ❖ My beloved sister Monika Paramudita and her husband Alex. You are my spirit in completeing this thesis. Thanks for your spirit.
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**PRONOUNCEMENT**

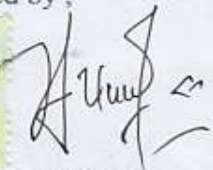
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I hereby sincerely state that the thesis titled “The Correlation Between Socio-Economic Status (SES) and Students’ Motivation in Learning English of EFL Learners (a Correlation Study at the Fourth Semester Students of English Education Study Program at State Institutes of Islamic Studies (IAIN) Bengkulu in Academic Year 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, July 2019

Stated by,



  
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Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled “*The Correlation between Socio-Economic Status (SES) and Motivation of EFL Learners at Fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2019/2020*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tarbiyah Department of English Education Program of IAIN Bengkulu.

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3. Eva Dewi, M.Ag, the head of Language Educational Department.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, July 2019

Lara Melati Sukma  
The Researcher

## TABLE OF CONTENT

	<i>Page</i>
<b>TITLE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABSTRAK</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Scope and Limitation of Study .....	8
C. Research Question .....	8
D. Objectives of the Study .....	9
E. Significant of the Study .....	9
F. Operational Definition of Key Terms .....	11
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>12</b>
A. The Concept of Socio-Economic Status .....	12
1. Definition of Socio-Economic Status .....	12
2. Socio-Economic Status Categories .....	17
3. Roles of Socio-Economic Status in Society .....	21
B. The Concept of Learning Motivation.....	22
1. Definition of Learning.....	22
2. Definition of Learning Motivation .....	23



3. Indicatots of Learning Motivation .....	29
4. Learning Motivation Functions .....	30
5. Strategies to Foster Learning Motivation .....	30
C. Related Previous Studies .....	31
<b>CHAPTER III RESERACH METHOD .....</b>	<b>35</b>
A. Research Design .....	35
B. Population and Research Sample .....	37
C. Data Collecting technique .....	38
D. Research Instrument.....	39
E. Research Variables.....	42
F. Data Validity .....	43
G. Data Analysis .....	47
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>49</b>
A. Result.....	49
1. Normality Test .....	49
2. Linearity Test .....	51
3. Hypothesis Test.....	52
B. Discussion .....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>60</b>
A. Conclusion .....	60
B. Suggestion .....	60

**REFERENCES**

**APPENDICES**

## ABSTRACT

Lara Melati. (2019). *The Correlation between Socio-Economic Status (SES) and Motivation of EFL Learners at Fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2018-2019*. Faculty of Tarbiyah and Tadris. Supervisor 1: Dr. Syamsul Rizal, M.Pd; and Supervisor 2: Feny Martina, M.Pd.

**Key Words:** *Socio-economic status, motivation, EFL Learners.*

The problems of the research were: (1) Students needed strong support from their family or parents in fulfilling fee for completing students' education learning quality to accelerate learning development; (2) parents' education can also accelerate the students' learning development. Educated parents usually try by their best to support their children education ; (3) parents' occupation also affect to the children's learning motivation. The more prestigious occupation that the parents have, the bigger responsible for the children to cope with the parents' success. The aim of the research was to reveal the correlation between Socio-Economic Status (SES) and motivation of EFL learners at the fourth semester students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2018-2019. This research applied correlative quantitative method. The samples of this research were the fourth semester students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2018-2019 that consisted of 65 students. The result of the research showed that there was positive correlation between variable *social-economic status* and students' *learning motivation*, namely: 0.278 or 27.8%. It means that the higher the students' social-economic status, the higher their learning motivation.

## ABSTRAK

Lara Melati. (2019). *Hubungan antara Status-sosio Ekonomi dan Motivasi Belajar Siswa EFL Semester Empat Program Studi Bahasa Inggris pada Institut Agama Islam Negeri (IAIN) Bengkulu Tahun Ajaran 2018-2019*. Fakultas Tarbiyah dan tadaris. Pembimbing 1: Dr. Syamsul Rizal, M.Pd; dan Pembimbing 2: Feny Martina, M.Pd.

**Kata Kunci:** *Status sosio ekonomi, motivasi, Siswa EFL.*

Masalah dalam penelitian ini adalah: (1) siswa butuh dukungan yang kuat dari keluarga atau orang tua dalam memenuhi kebutuhan biaya peningkatan kualitas pendidikan di luar sekolah demi percepatan pengembangan pembelajaran; (2) pendidikan orang tua juga dapat mempengaruhi perkembangan pembelajaran siswa. Orang tua yang terdidik selalu mencoba dengan kemampuan yang ada untuk mendukung keberlangsungan pendidikan anak-anaknya; (3) pekerjaan orang tua juga berpengaruh terhadap motivasi belajar siswa. Semakin bergensi pekerjaan orang tua, semakin besar tanggung jawab anak-anak untuk mengimbangi keberhasilan mereka. Tujuan penelitian ini adalah untuk mengetahui hubungan antara status sosio ekonomi dan motivasi belajar pada siswa semester empat Program Studi Bahasa Inggris pada Institut Agama Islam Negeri (IAIN) Bengkulu Tahun Ajaran 2018-2019. Penelitian ini menggunakan metode korelasi dengan pendekatan kuantitatif. Sampel penelitian ini adalah siswa semester empat Program Studi Bahasa Inggris pada Institut Agama Islam Negeri (IAIN) Bengkulu Tahun Ajaran 2018-2019 berjumlah 65 orang. Hasil penelitian menunjukkan bahwa ada korelasi/hubungan yang positif dan signifikan antara status socio-ekonomi dengan motivasi belajar siswa, yaitu 0,278 atau 27.8%. Artinya adalah semakin tinggi status sosial ekonomi siswa, semakin tinggi motivasi belajarnya.

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## TABLE OF CONTENT

	Page
TITLE.....	i
APPROVAL.....	ii
MOTTO.....	iii
DEDICATION .....	iv
ABSTRACT .....	v
ABSTRAK .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENT .....	viii
LIST OF APPENDICES .....	xi
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
G. Background of the Problem .....	1
H. Identification of the Problem .....	6
I. Limitation of the Problem .....	6
J. Formulation of the Problem .....	7
K. Research Objective.....	7
L. Significance of the Study .....	7
M. Operational Definition of Key Terms .....	8
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>9</b>
D. The Concept of Reading Comprehension .....	9
1. The Definition of Reading Comprehension .....	11
2. Types of Reading .....	11
3. Elements of Reading .....	13
4. Reading Comprehension Skills and Activities.....	16
E. Teaching Reading Comprehension .....	18

1. Pre- Reading Activities .....	18
2. During Reading Activities.....	20
3. Post Reading Activities.....	21
F. Narrative Text .....	22
G. <i>About-Point Teaching Strategies</i> .....	27
H. Some Related Previous Studies .....	30
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>33</b>
H. Research Design .....	33
I. Subject of the Research .....	34
J. Data Collecting Technique.....	34
1. Data Collection Technique for Qualitative .....	34
2. Data Collection Technique for Quantitative .....	37
K. Technique for Data Analysis.....	41
1. Analysis for Qualitative Data.....	38
2. Analysis for Quantitative Data.....	40
L. Research Procedures .....	41
M. Indicators of Success.....	44
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>45</b>
C. Result of the Reserach.....	45
1. The Description of Pre-Assessment Test .....	45
2. The Description of Cycle I.....	47
a. Planning.....	48
b. The Implementation of Cycle I.....	49
c. Observation.....	52
d. Reflection.....	58
3. The Description of Cycle II.....	62

a. Panning .....	60
b. The Implementation of Cycle II .....	62
c. Observation.....	66
d. Reflection.....	72
4. The Description of Cycle III .....	73
a. Panning .....	74
b. The Implementation of Cycle III .....	76
c. Observation.....	79
d. Reflection.....	85
5. The Students' Improvement from Pre-Assessment to Cycle III .....	86
D. Discussion .....	90
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>96</b>
C. Conclusion .....	96
D. Suggestion .....	96

**REFERENCES**

**APPENDICES**



# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

An assumption in the learning process would give the big effect on learning achievement. Learners who think they could attain a good achievement in learning they would try with their own way to get it. On the contrary, learners who think that good learning achievement only could be attained by learners with a specific factor, they had no motivation to achieve it. Based on the researcher's experience that was carrying out students' internship program at SMA Pancasila Bengkulu, some students assumed that English only could be learned and mastered by those who had good Socio-Economic background. Moreover, at the university level, most of learners also had the same mindsets. For example, they who came from high Socio-Economic family or well-educated parents had good achievement in English because they had English additional courses. This phenomenon also occurred in college learners and parents, it had been known after the researcher asked an opinion to some people about that case.

Some of research asserted that Socio-Economic background had effects on learning achievement. Parents' education is an important factor in Socio-Economic that affect the learners' performance and learners' achievement. It means that, there is a positive correlation between parents' education and the students' learning development. Other research present that learners with high

Socio-Economic status (SES) has better education achievement than learners with low SES.

Mirza (2001) in a study on the relationship between socio-economic status and learning outcomes found that socio-economic status of students has a fairly significant effect on their learning outcomes. In fact, socio-economic characteristics of students, which are examined to clarify students' learning outcomes, make the most common factor in sociology of education. Mattheoudakis and Alexiou (2009) found that there are some advantages for the students from superior socio-economic status over the students from socio-economically advanced background. These studies proved that socio-economic status affects the outcomes of education. The advantages of students who have high socio-economic status are positive effects in learning facilities.

The students who relate to high social and economic classes are usually successful because they have open opportunities that are necessary to accelerate the learning process whereas people who belong to lower socio-economic statuses deal with lack of resources<sup>1</sup>. It means that the students can accelerate their learning English through taking English courses in English education centers. It is known that taking English courses needs more fees. Therefore, students who have higher socio-economic status can take English courses to accelerate their English learning quality.

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<sup>1</sup>Mohsen Ghasemi Ariani & Narjes Ghafournia, The Relationship between Socio-Economic Status, General Language Learning Outcome, and Beliefs about Language Learning, [www.ccsenet.org/ies](http://www.ccsenet.org/ies) International Education Studies Vol. 9, No. 2; 2016, p. 89.

Some other research studies showed that students from high socio-economic status group earn higher test scores and better grades than the children from low group. The socio-economic status of students is most commonly determined by combining educational level, occupational status, and income level. Hamid (2011) scrutinized the relationships between students' socio-economic status and their learning outcomes. The results showed that there were patterned relationships between the students' socio-economic characteristics and their learning outcomes in English. Students who had higher levels of social and economic status were more likely to obtain higher scores on the proficiency test as well as higher grades in English. According to Babikkoi and Noor Zainab (2014), socio-economic status of learners is a fundamental factor that may contribute to English language learning outcomes. This is particularly because they are encouraged to learn. This is often not similar to situation in the low socio-economic status, where students are not motivated to study.

The importance of maintaining the motivation of learning and the needs of students' interests and desires in the learning process is undeniable, because by moving pent-up motivation and keeping it in activities carried out by students will make the student more active in learning. Whoever works based on strong motivation, he will not feel tired and not get bored quickly. Therefore, teachers need to maintain student motivation and all that is related to motivation, such as

needs, desires and others. The method and method of teaching used must be able to lead to a positive attitude of learning and fond of learning.<sup>2</sup>

Motivation in learning activities is a force that can be a driving force for students to utilize the potential that exists in themselves and the potential outside themselves to realize learning goals. Students who have learning motivation will appear through their earnestness to be involved in the learning process, including through activeness in asking questions, expressing opinions, concluding lessons, taking notes, making resumes, practicing things, doing exercises and evaluating in accordance with learning demands. In the learning activities themselves, individual motivation is manifested in the form of endurance or perseverance in learning, sincerity in listening to the contents of the lesson, sincerity and diligence in doing assignments and so on. Conversely, students who are not or lack motivation, are generally less able to survive to study longer, are less serious in carrying out assignments. This less positive attitude in learning is increasingly apparent when no one else (teacher, parents) watches over him. Therefore, low motivation is a problem in learning, because this has an impact on the achievement of expected learning outcomes.<sup>3</sup>

Motivation is the power of encouragement (from within humans) that arouses enthusiasm in living things, which then creates behavior and directs it to certain goals or objectives. The motivation runs certain functions as well.

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<sup>2</sup>Abu Ahmadi & Joko Tri Prasetya, *Teaching and Learning Strategies*, (Bandung: Library of Faithful, 2005), p. 111.

<sup>3</sup>Aunurrahman, *Learning and Learning*, (Bandung : Alfabeta, 2014), p. 180.

Motivation carries out the main and important functions for living things, where he encourages him to be more responsible by fulfilling the most important primary needs for his survival and existence. As well as motivation, it is intended to encourage him to be responsible with many other actions that are important and beneficial to him in harmonizing this life.<sup>4</sup>

Socio-economic status has exerted a deep impact on language learning motivation and beliefs about learning processes. In fact, the seemingly stronger link between motivational factors, learner's beliefs, and socio-economic status might be due to the highly segregated nature of education and the deep socio-economic division among the investigated learners. Although higher socio-economic learners have different choices to receive a high quality learning process, lower socio-economic learners deal with some difficulties to do so without having enough capital. Therefore, teachers need to respect their students' beliefs and perceptions and help them overcome any harmful attitudes, which block their learning process.<sup>5</sup>

Socio-economic status of learners' parents is also a factor that may contribute to English language proficiency. This is particularly because the rich household motivates learning among their wards, send them to good schools and live in an environment which in itself encourages learning. This is often not

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<sup>4</sup>Hamdani Bakran Adz-Dzakiey, *Prophetic Psychology*, (Yogyakarta : Home Publishing, 2007), p. 343.

<sup>5</sup>Mohsen Ghasemi Ariani & Narjes Ghafournia, The Relationship between Socio-economic Status and Beliefs about Language Learning: A Study of Iranian Postgraduate EAP Students, [www.ccsenet.org/elt](http://www.ccsenet.org/elt) English Language Teaching Vol. 8, No. 9; 2015, p. 17.

similar to situation in the poor household where the wards attend poorly managed, public schools, where teachers are inadequate, and even where they are available often over-loaded with additional duty responsibilities and or over-crowded classrooms. Another dimension to socio-economic issue of the poor households includes the child's freedom to learn.<sup>6</sup> While there may be adequate time for the child in the rich household to revise, in the case of a child from the poor homes engages in household chores and errands thereby leaving little or no time for learning at home. This has a bigger challenge to the poor in learning English language and to use a good strategy for communication.

Many theories have been put forward by many psychologists, language teachers and linguists to explain the process of learning language through motivation strategies. In fact, motivation has been used as an important research topic in target language since 1990s. Motivation and socio-economic status are the real factors in promoting the knowledge of language learners. They have a good relationship in EFL or ESL settings. Khansir (2012) argued that language is only used as a means of human communication. Today, English language is the most universal language over the world. Khansir (2013) mentioned that English language is taught as a second or foreign language around the world to school

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<sup>6</sup>Mallam Adamu Babikkoi & Noor Zainab binti Abdul Razak, Implications of Parents' Socio-Economic Status in the Choice of English Language Learning Strategies among Nigeria's Secondary School Students, [www.ccsenet.org/elt](http://www.ccsenet.org/elt) English Language Teaching Vol. 7, No. 8; 2014, p. 139.

children and learner's adults<sup>7</sup>. In learning foreign language in this modern era, people do not only need motivation, but they also need enough fee to accelerate their learning ability. In this case, parental socio-economic status gives effects supporting the students' education, especially in learning English.

In man life, man can always see the role of motivation in his life and thus, motivation is used in all the field of human being life in order to help him show his desire, emotion, and personality. According to Gardner (1985), motivation is defined as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". Gardner mentioned that "a motivated learner is eager to learn the language, willing to expend effort on the learning activity, and willing to sustain the learning activity".

Based on the detail overview of socio-economic status and motivation above, it indicates that students' motivation in learning English has high correlation with the students' standard socio-economic status. It happens because of some reasons: *first*, in mastering English, students' should have strong support from their family or parents, especially in fulfilling fee for completing students' education learning quality, such as, getting additional English courses outside the formal education in campus. This can accelerate the students' learning development, especially learning English. *Second*, parents' education can also

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<sup>7</sup>Ali Akbar Khansir, etc, Relation between Socio-economic Status and Motivation of Learners in Learning English as a Foreign Language, ISSN 1799-2591 Theory and Practice in Language Studies, Vol. 6, No. 4, pp. 742-750, April 2016, p. 743.

accelerate the students' learning development. Educated parents usually try by their best to support their children education and had a number budgeted for educational fee allocation. *Third*, The parents' occupation also affect to the children's learning motivation. The most prestigious occupation that the parents have, the bigger responsible for the children to cope with the parents' success.

The background above encourage the researcher to do research related to socio-economic status that correlates to learning motivation. That is why the researcher is very interested in doing research entitle *Correlation between Socio-Economic Status (SES) and Student Motivation in learning English of EFL Learners at Fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2019-2020*.

## **B. Scope and Limitation of the Study**

This study was aimed to determine the correlation between socio-economic status (SES) toward motivation of efl learners. Learners' family income, occupation, and education were an indicator to measure the Socio-Economic Status (SES) value. The population of this research was all Efl learners at Fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2019-2020.

## **C. Research Question**

The research question in this study can be formulated as the following question: Is there any significant correlation between Socio-Economic Status



(SES) and Student Motivation in learning English of EFL Learners at the fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2019-2020 ?

#### **D. Objectives of the Study**

To investigate the correlation between Socio-Economic Status (SES) and Student Motivation in learning English of EFL Learners at Fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2019-2020.

#### **E. Significant of the Study**

The research had been done was purposed to give benefits to some people especially which correlating with the educational aspects. Specifically, it was explained bellow:

1. For teachers

With the result of this study, the teacher could give the motivation to students that learning English according to the Socio-Economic background and language learning motivation of the learners.

2. For students

They can increase their motivation in learning English according to their own Socio-Economic background, so it can be more effective and impressively unimposing their condition.

### 3. For the Next Researchers

For the further research, the researcher can develop this study deeply. Because of this study only investigates the correlation of Socio-Economic status and students motivations in learning English generally. While for the further research, the researcher could investigate the effect of SES in every aspect of motivation. In addition, the researcher in future could investigate how to increase students motivation in learning English by removing or undercover the SES level differences.

## **F. Operational Definition of Key Terms**

To give more understanding about the research, it is important to defined clearly about some key terms related to this research. The key terms can be ass follows:

1. *Socio-Economic Status* ia a quality that someone has that can be seen from some aspects, namely: income, education, occupation, ownership of goods, and participation in group activities and the community.
2. *Larning Motivation* is a desire to achieve proficiency in a new language (English) in order to know about the other culture and participate in the life of community, and a motivated learner is eager to learn the language, willing to expend effort on the learning activity, and willing to sustain the learning activity.

3. Correlation is a form of descriptive research to describe correlational study the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Socio-Economic Status

##### 1. The Definition of Socio-Economic Status (SES)

Different experts have different point of view in a certain topic. In defining socio-economic status, every expert has their own opinion. According to Parson, Hinson and Sardo-Brown, Socio-economic Status (SES) is the term used to distinguish between people's relative position in the society in terms of family income, educational background and occupational prestige<sup>8</sup>. It means that Socio-economic Status (SES) is something related to human's social position in the society seen from materials point of view that covers some qualities that they have, namely: the rate of their family income, the grade of their education, and the level of their occupation prestige in social life. Therefore, Socio-economic Status (SES) is often described by social classes or groups internationally as defined by Socio-economic classification. Then, it is determined the position of people in society.

Then, Ghaemi and Yazdanpanah defined socio-economic status (SES) is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and

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<sup>8</sup>Sahin a& Gul. Socio Economic and Achievement:A Survey Study of Students at Secondary Level, *International Journal Education Study*. Vol. 01 (03) 2014. 163-164.

occupation<sup>9</sup>. In the present study, students' socio-economic status is identified by the information about the participants' parents and/or spouses' job, educational degree, income average and also about the number of their families' members. By knowing those information, it is easier to identify the students' socio-economic status, whether they included into low, middle, or high socio-economic status based on their social standard in society.

Chapin defines socio-economic status (SES) as a position occupied by individuals or families regarding the average measurement general applies to cultural thinking, effective income, ownership goods, and participation in group activities and the community<sup>10</sup>. It means that besides effective income and ownerships of property, the cultural thinking of family and group participation in society can also influence human's socio-economic status. The status will be higher when someone has good way of thinking and actively involved in social life activities. In this case, educational standard can also influence someone's socio-economic status in their society.

Based on the definitions from some experts above above, it is clear that socio-economic status is a quality that someone has that can be seen from some aspects, namely: income, education, occupation, ownership of goods,

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<sup>9</sup>Farid Ghaemi & Mahbubeh Yazdanpanah. The Relationship between Socio-Economic Status and Academic Achievement in EFL Classroom among Iranian University Students, *European Journal of English Language and Literature Studies*, Vol.2, No.1, 2014, P. 50.

<sup>10</sup>Rahmawati Wulandari, *Effect of Parental Socio-Economic Status on Student Motivation in Al-Hamidiyah Islamic Boarding School Aliyah Islamic Elementary School*, Thesis, (Jakarta: Universitas Islam Negeri Syarif Hidayatullah, 2017), p. 10.

and participation in group activities and the community. The aspects above can be explained as the following detail criteria<sup>11</sup>:

***a. The level of Education***

Education is a conscious effort to develop resources quality human beings . According to RI Law No. 20 Year 2003 P origin 1, at Basically, the level of education is a defined educational stage based on the level of development of students, goals to be achieved, and developed abilities. Education is an activity and effort to improve personality and the way to foster personal potentials (think, copyright, taste, and conscience and body (five senses and skills) through formal or informal education. By doing an educational process for a certain of time, someone can finished their education.

Education organized through educational institution. It can be private schools, state schools, or universities (formal education and non-formal education). School education path (formal education) there is a level of education schools comprising primary education, secondary education, and higher education. In this study , the level of education of parents is seen from the level the last formal education taken by parents, because of the level education is very influential on work and of course income which is obtained.

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<sup>11</sup>*Ibid*

***b. The level of Occupation***

Work is a determinant of other social classes. Once people - people develop special types of work, they realize that certain types of work are more respectable than other jobs. Work will determine someone socio-economic status because of working everything need will be met. Jobs not only have value economy but human effort to get satisfaction and get rewards or wages, in the form of goods and services, their life needs will be fulfilled. The better occupation that people have, the higher of their socio-economy status they have. Therefore, occupation becomes one of important factor that determine people's socio-economic status.

A person's work will affect his economic ability, for that work is a must for every individual at work contains two aspects, physical satisfaction and fulfillment of the necessities of life. So, to determine the socioeconomic status seen from work, then the type of work can be limited as follows:

- 1) Jobs with very high status, namely technical experts and experts type, management leader in a good government agency and private, administrative administration staff. Thos positions included into very high status in Indonsian society.

- 2) High status jobs, namely services in the field of sales of services, entrepreneur. Those jobs are included into high status because they get high salary in their job every month.
- 3) Low status jobs, namely farmers and tool operators transport/ workshop. In Indonesian society, those jobs included low social-economic status because in doing those jobs, they do not need good or higher education.

*c. The Level of Income*

Income will also affect a person's social status, especially will encounter in a materialist and traditional society that appreciates high socio-economic status on wealth. Each family is in meet their needs require different source of income - the difference with others. Progress in science in all fields cause countless number of jobs in all fields that cause countless number of jobs in the community. Where each work in society requires different talents, skills, or abilities to occupy them. The higher people talent or skill, the better income they will have. They can use their skill to produce more money.

From this information, it can be said that income is also very high affect one's economic level. If someone have high income, it can be said that their level is high in economy too. Besides having a basic income each families usually have other income that includes income additional and incidental income.



#### *d. The level of fulfillment of the needs of parents*

Naturally humans cannot be separated from needs and desire. Human needs are not limited both in number and in number the types and desires that are possessed are very limited so they cause the problem of how to fulfill that must be done. The higher it is one's economic ability, the higher the ability used to meet their needs and achieve their desires. So also with families with higher income levels, then the higher the level of ability of parents to meet needs child. In this case is the fulfillment of parents' to the children's need in their education, especially in learning English.

## **2. Socio-Economic Status Categories**

Socio-Economic Status (SES) is related to human's social classes in society. The higher the status, the more prestige the someone's position in society. In other words, a socially regulated position placing someone in a certain position within a certain structure inside social community. These social classes are divided into five categories, namely: "upper class", "upper middle class", "middle class", "lower middle class" and "lower class"<sup>12</sup>. Then, Suleman, Khan, and Nisa divided people's social class into three categories,

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<sup>12</sup>Mohsen Ghasemi Ariani & Narjes Ghafournia, *The Relationship between Socio-economic Status and Beliefs about Language Learning: A Study of Iranian Postgraduate EAP Students*, [www.ccsenet.org/elt](http://www.ccsenet.org/elt) English Language Teaching Vol. 8, No. 9; 2015, p. 17.

namely: High class, Middle Class, and Low Class<sup>13</sup>. In this research, the researcher adopted the SES classification proposed by Suleman, Khan, and Nisa that consists of three categories of social class in society.

According to Suleman et al. (2012) high socio-economic status of parents' of the students have occupation like Bureaucrats, doctors, professors, Engineers, Businessman, Professionals and Gazetted officers. In this class, they are a rich group like conglomerates, executive groups, and so on. In this class, all the necessities of life can fulfill easily. The children's education became the first priority in their life because the children who live in this class have good facilities and infrastructure in their study. Their chance to get extra education is very big. Therefore, this condition can come up spirit of children to learn because their parents can fulfill their facilities in learning. They can get all the best education facilities in learning, such as: dictionaries, private for all lessons, good reference books, and other supporting educational facilities to accelerate their learning.

Suleman et al. (2012) stated that parental socio economic status can include in middle if parents occupational are Clerks, Office assistants, Steno Graphers, in short all those officials who work in Officials, Airman, Constables, army Constables. In the middle class were typically the societies that have occupation like professionals, shopkeepers, and smaller businesses.

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<sup>13</sup>Suleman, Q., Hussain, I., Khan, U. F., & Nisa, U. Z. Effects of parental socio economic status on the academic achievement of secondary school students in Karak district, Pakistan. *International Journal of Human Resource Studies*, Vol. 2(4), P. 16.

Usually their occupation was in middle stage. In this class Even though their income was not too high like high class but they were having good position in society, their attention to children education is fulfilled and they are not worry about the economic. They were also having good learning facilities and a lot of time to learn.

Then, Suleman et al., (2012) added that parental socio economic status can include in low socio economic status if the parents occupational are Jobless, Laborers, Transport workers and related workers. Lower class is a group that has income or a receipt from their occupation is much less, than their basic needs. The occupation which included in this category is a poor society and lose their ambition to achieve higher success. These groups include domestic servants, garbage transporters and other. Their appreciation for the life and education their children are very low and often does not care because their life is busy to fulfill basic need. Their attention to the family is very small, because they do not have the spare time to gather and relate among family members less familiar. In this class, the desires of the upper class are less because of economic and social reasons.

To classify students into one of the three categories in Socio-economic Status, of course, the researcher uses the detail standard of SES aspects for measurement. In this case, the researcher adopted SES measurement proposed

by Chen, Gong, Gao, and Mo<sup>14</sup>. *The First*, parents' education level can be measured using scales of both diploma attainment and schooling years. Compared with data on schooling years, diploma data are relatively easy to collect because many students, especially those in lower grades, may not know or be able to calculate the number of years their parents have attended school.

*The second*, the prestige of an occupation can be measured based directly on the occupational classification. However, this method tends to leave out new occupations and fails to reflect the class differentiation within one occupation. Another method is to require students to describe the occupation and job category and then have coders categorize the occupations and assign them values according to the Local Standard Classification of Occupations, which was formulated by the Local Salary Standard (UMR). Despite consuming more money and time, the second method can achieve more accuracy and higher validity than simply gathering occupation information from students.

*The third*, the measurement of income, which seems easy, is difficult to conduct in practical situations such as this one. The most direct method is to ask students or their parents to report monthly or annual income. However, many people are reluctant to disclose the real amount of their income,

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<sup>14</sup>Qishan Chen, Yurou Kong, Wenyang Gao, & Lei Mo. Effects of Socioeconomic Status, Parent–Child Relationship, and Learning Motivation on Reading Ability, *Front Psychology*, Vol. 9, 2018, P. 4-5.

especially in Indonesian culture, where income is widely considered a private matter. In addition, hidden income and income mobility might undermine data authenticity. Another measuring method that has been widely used in multiple studies is to ask students to report their family property. This method measures family wealth with this method and asks students the following questions: Do you have your own bedroom? Does your family own a car, a truck or a van? How many computers are there in your family? How often has your family traveled during the past 12 months? Then, the questions can be raised into the ownership of equipment: TV, refrigerator, home ownership, car, washing machine, air conditioner, and computers as indicators of the index.

### **3. Roles of Socio-economic Status in Society**

The role of socio-economic ability in holding children's education is very important. An adequate economy position will affect children's learning success in education. Socio-economic ability of parents is a background of attaining the position of parents in society who can affect the success of children's learning in school. It can be said that the relation of society, education, and economy are so crucial that training of a student is dependent upon the three factors<sup>15</sup>. The learning outcome of the student has relationship

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<sup>15</sup>Mohsen Ghasemi Ariani & Narjes Ghafournia. The Relationship between Socio-Economic Status, General Language, Learning Outcome, and Beliefs about Language Learning, *International Education Studies*, Vol. 9, No. 2; 2016, P.90.

with the student's social class, where not only the socioeconomic status plays its role but educational level also contributes its part.

Parental socio-economic status could affect student's academic achievement because parents with high level of socioeconomic status are most likely to engage in activities that will develop the intellectual potential in their children and teach the way for them to perform satisfactory in school<sup>16</sup>. It means that family factor is very important to the students because family is first institute that students know to teach them and parents are the immediate relation of students. Their financial status and education do have an important influence on the personality of students. In society, there are assumptions if the students have higher parental socioeconomic status so they will be easier to supply students need in education but if the students have lower parental socioeconomic status so they will be difficult to supply students need in education. The students that has good facilities in learning will be easier to follow the activity of learning process so their possibilities of success in education is better than the students who have bad facilities in learning, in this case, they are more difficult to follow learning process activity and their possibilities to fail in education is bigger.

In summary, highly educated parents are most likely to give the children the necessary academic foundations at home that will help them perform well

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<sup>16</sup>Henny Yulia. Correlation between Parental Socioeconomic status and Student's English Achievement, *Jurnal Pendidikan dan Pengajaran*, Vol. 4, No. 2, December 2017, P.75

in school, and complete the facilities of the students in order to accelerate the result of their learning.

## **B. The Concept of Learning Motivation**

### ***1. Definition of Learning***

Basically, learning can be defined as a process to gain intelligence or knowledge. Therefore, learning is a process that is characterized by changes in a person<sup>17</sup>. The changes can be a result of the learning process that is demonstrated in various forms such as changing knowledge, understanding their attitudes and behaviors, skills, abilities and abilities, as well as changing other aspects that exist in individual learning. Mouly argued that learning is basically a change in behavior of a person due to their experience<sup>18</sup>.

Teaching and learning are educational activities. Educational values color the interactions that occur between teachers and students. The educative interaction is due to the teaching and learning activities carried out, directed to achieve certain goals that have been formulated before the teaching is carried out. The teacher consciously plans his teaching activities systematically by utilizing everything for the sake of teaching<sup>19</sup>. Teaching and learning activities such as organizing learning experiences, teaching and learning activities, assessing processes, and learning outcomes are all included in the scope of

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<sup>17</sup>Anissatul Mufarokah, *Teaching and Learning Strategies*, (Yogyakarta : Teras, 2009), p. 12.

<sup>18</sup>*Ibid.*

<sup>19</sup>Syaiful Bahri Djamarah & Aswan Zain, *Teaching and Learning Strategies*, (Jakarta : Rineka Cipta, 2014), p. 1.

teacher responsibility. So, the nature of learning is change<sup>20</sup>. The canging can shows the students' progress in mastering certain qualities in educational matters.

Meanwhile, according to Abdul Mujib and Jusuf Mudzakkir, the learning process leads to cognitive aspects that include knowledge and *wisdom* (wisdom)<sup>21</sup>. It means that learning process includes theoretical and practical in order that students get policies and skills to carry out things that bring benefits and reject poverty. In the process of learning, students gets knowledge that will change their mind; and they have wisdom to determine the kinds of knowledge that they want to learn based on their interest and talent. The learning process both formal or informal will help the students to be easy to reach the success when the students have high interest to the subject that they learn.

## ***2. Definition of Learning Motivation***

We come back to the early 1990s, when the great social psychologists such as Robert Gardner as one of the pioneers of the theory of motivation along with his supporter completed “The Attitude/Motivation Test Battery” (AMTB) at the University of Western Ontario. According to Gardner, motivation is defined as the combination of effort plus desire to achieve the

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<sup>20</sup>Syaiful Bahri Djamarah & Aswan Zain, *Teaching and Learning Strategies* ....., p. 11.

<sup>21</sup>Abdul Mujib & Jusuf Mudzakkir, *Islamic Education*, (Jakarta : Kencana Prenada Media Group, 2008), p. 19.



goal of learning the language plus favorable attitudes toward learning the language <sup>22</sup>. In this context of the research, motivation is as the desire to achieve proficiency in a new language (English) in order to know about the other culture and participate in the life of community. In short, a motivated learner is eager to learn the language, willing to expend effort on the learning activity, and willing to sustain the learning activity.

In this case, students' motivation in English learning means reason, inner power, encouragement; or the inner control of behavior as represented by physiological conditions, interests, interests, attitudes, and aspirations; or the tendency of organisms to do something; attitudes or behaviors that are influenced by needs and directed to specific goals that have been planned in learning English. When the students have those aspects, they can be judged as motivated students in their learning.

There are two factors that influences and forms learning motivation. Gardner stated that *educational context* and *cultural context* have vital role in the formation of motivation <sup>23</sup>. A good educational context can influence students' motivation. A competitive students will create a competitive atmosphere that can encourage other students to have good motivation in learning. Then, a good cultural context can also form students' learning motivation. High motivated cultural context help students to have good

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<sup>22</sup>Ali Akbar Khansir, et al, *Relation between Socio-economic Status*, 742.

<sup>23</sup>Ali Akbar Khansir, *Ibid*. P. 743.

motivation in learning. In short, the two entities: educational context and cultural context have important roles in motivation.

Motivation stems from the word 'motive', which can be interpreted as the driving force within a person to carry out certain activities in order to achieve a goal. Even motif can be interpreted as an internal condition (preparedness - readiness). As for Mc. Donald, motivation is a change in energy in a person that is characterized by the emergence of feeling and preceded by a response to the existence of a goal<sup>24</sup>. From the understanding put forward by Mc. Donald, there are three main elements/ characteristics in motivation, namely; Motivation initiates changes in energy, is characterized by feeling, and stimulated because of a goal.

Motivation initiates changes in energy. People who have great motivation in their life, it can be a strong energy to drive themselves to reach their life objective. Motivated students will do everything to reach their objectives in learning. Then, motivation is powered by a true feeling. Motivated students will always believe with their ability and effort. Then at the end, they can be succeeded to get the best result from their effort. The last, they reach the goals.

The motive is the power in a person who encourages him to do something, or the state of a person or organization that causes his readiness to

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<sup>24</sup>Pupuh Fathurrohman & M. Sobry Sutikno, *Teaching and Learning Strategies*, (Bandung : Refika Aditama, 2009), p. 19.

initiate a series of behaviors or actions. While motivation is a process to activate the motives to be an act or behavior to meet needs and achieve goals, or circumstances and readiness in an individual that encourages his behavior to do something in achieving certain goals<sup>25</sup>. When someone has a motive in doing something, they will have a strong motivation to make the motive comes true. In this context, motive can be a factor to encourage someone's motivation comes. As the result, the one can face everything as obstacles to reach their goals in their life.

Motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals<sup>26</sup>. In learning activities, motivation can be said to be the overall driving force in the student that raises, guarantees continuity and gives direction to learning activities, so that the expected goals can be achieved. In learning activities, motivation is certainly very necessary, because someone who does not have motivation in learning, will not be able to do learning activities<sup>27</sup>. Therefore, it is important for students to have a certain drive to encourage them to have motivation in order that they have a power and interest to do their desire easily in full interest.

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<sup>25</sup>Moh. Uzer Usman, *Become a Professional Teacher*, (Bandung: PT. Teen Rosdakarya. 2009), p. 28.

<sup>26</sup>Oemar Hamalik, *Teaching and Learning Process*, (Jakarta: Bumi Aksara, 2008), p. 158.

<sup>27</sup>Pupuh Fathurrohman & M. Sobry Sutikno, *Teaching and Learning Strategies ...*, p. 19.

The nature of learning motivation is internal and external encouragement to students who are learning to make behavioral changes. Learning motivation is a process that encourages learning, direction, and perseverance. That is, motivated behavior is a behavior that is full of energy, directed and lasting<sup>28</sup>. Internal means that motivation can be comes from our ourselves. It happens when someone have a strong motives to reach a certain onjectives. Then, externatal factor means other aspects outside the one self. It can be come from environment, friends, and other aspects that encourage someone to do something in order to reach a certain objective.

In this research, the researcher investigated learning motivation in in Indonesian EFL setting. There are some motivation aspects utilized in the present study. The aspects must be understood and implemented. The aspects are consisted as the following sections<sup>29</sup>:

a. Integrative component. This kind of component is necessary related to motivation. The aspcts can be measured by:

- 1) Attitudes towards the target language (TL) group, for example, attitudes towards the qualities and habits of non-native Indonesian speakers of English as a better socio economically positioned group. How the Indonsian learner articulate it.

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<sup>28</sup>Agus Suprijono, *Cooperative Learning: PAIKEM Theory and Application*, (Yogyakarta: Student Library, 2014), p. 163.

<sup>29</sup>Ali Akbar Khansir, etc, *Relation between Socio-economic Status ...*, p. 744.

- 2) Interest in foreign language (FL), for example, a general preference for learning language. The students should know well about their motives in learning English.
  - 3) Integrative orientation. For example, a desire to strengthen or build ties with in- or out- group members.
- b. Motivation component. This kind of component is also necessary related to motivation. This component can be measured by:
- 1) Motivational intensity , for example, the amount of effort expended on learning EFL;
  - 2) Attitudes towards the learning language i.e. the effective respond to learning English, and
  - 3) Desire to learn Target Language (TL), for example, the degree of commitment to learning.
- c. Orientation component measured by:
- 1) Integrative orientation, and
  - 2) Instrumental orientation i.e. the inclination to learn EFL for pragmatic reasons.<sup>30</sup>

### ***3. Indicator of Learning Motivation***

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<sup>30</sup>Ali Akbar Khansir, etc, *Relation between Socio-economic Status ...*, p. 744.

To know about the success of learning motivation, it is important to know the indicator in order to be able to measure it. Indicators of learning motivation according to Hamzah B. Uno can be classified as the following qualities<sup>31</sup>:

- a. Success and desire.
- b. There is encouragement and need in learning.
- c. Future hopes and aspirations.
- d. There is an appreciation in learning.
- e. There are interesting activities in learning.
- f. There is a conducive learning environment for students learn well.

#### **4. *Learning Motivation Functions***

Motivation encourages behavior and influences and changes behavior. It means that motivation was influenced by behaviour. In education, motivation has some functions; it covers<sup>32</sup>:

- a. Motivation functions as a director. This means directing the achievement of the desired goal.
- b. Encourage the emergence of behavior or an act. Without motivation, there will be no action like learning.
- c. Motivation functions as a driver. It functions as a machine for cars. The size of motivation will determine the speed or slowness of a job.

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<sup>31</sup>Agus Suprijono, *Cooperative Learning: .....*, p. 163.

<sup>32</sup>Oemar Hamalik, *Teaching and Learning Process .....*, p. 161.

## 5. *Strategies to Foster Learning Motivation*

To reach the objectives, people should have their own strategies. In fostering learning motivation, students should also have a certain strategies. There are many strategies that can be applied to foster students' learning motivation in education based on different experts. However, in this research, there some concepts that can be used to explained then things related to several strategies to foster students' motivation in larning; they can be<sup>33</sup>:

- a. *Explain the purpose of learning to students.* At the beginning of teaching and learning, a teacher must first explain the goals to be achieved by students. The clearer the purpose, the greater the motivation in carrying out learning activities. This activity can help students to determine their purpose in learning.
- b. *Competition/competition.* The teacher tries to hold competition among his students to improve his learning achievement, and try to improve the results of achievements previously achieved. Contestation in learning can also encourage students to have great motivation and have the ability to do more in their learning.
- c. *Praise.* It is appropriate for students who excel to be given awards or praise. Surely constructive praise. Students become more motivated when their teacher praised them for their achievement. Praise make students

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<sup>33</sup>Pupuh Fathurrohman & M. Sobry Sutikno, *Teaching and Learning Strategies* ..., p. 20.

proud to themselves. Hence, their learning motivation can be better and better.

- d. *Gift*. Give gifts to students who excel. This will spur their enthusiasm to be able to study harder. In addition, students who have not achieved will be motivated to be able to pursue outstanding students. In other words, a gift can motivate students to have more competition to reach the best result in their learning.
- e. *Punishment*. It is given to students who make mistakes during the teaching and learning process. This punishment is given in the hope that students want to change themselves and try to spur learning motivation.
- f. *Generating encouragement* for students to learn. The strategy is to give maximum attention to students.
- g. *Establish good learning habits*.
- h. *Helping learning difficulties* of students, both individually and communally (groups).
- i. *Using a variety of methods*.
- j. *Using good media* and must be in accordance with the learning objectives.

### **C. Related Previous Research Studies**

There have been a lot of researchers who conducted their research related to socio-economic status (SES) correlated to learning motivation. One group of researchers are Khansir, Jafarizadegan, and Karampoor (2016) conducted their



research entitled *Relation between Socio-economic Status and Motivation of Learners in Learning English as a Foreign Language*. The result of the research showed that most of the independent variables especially economical capital has apposite relation with motivation in EFL learning. In addition, the results of the study revealed noticeable evidence of the existence of a strong relationship between socio-economic status and motivation in language learning (English as a FL)<sup>34</sup>.

Another researcher was Koc (2016) who conducted his research entitled *The Effect of Socio-Economic Status on Prospective English Language Teachers' Academic Achievement*. The result of the research showed that the only significant correlation was the one between the students' GPA and the distance travelled<sup>35</sup>.

Then, Winarya (2017) who conducted his research entitled *The Influence of Socio-Economic Status and the Friends of Peer Group on Consumption Behavior of Class XI IPS Students at SMA Negeri 1 Rembang Purbalingga*<sup>36</sup>. Where in this study focused on investigating the influence of socioeconomic status on consumption behavior, the influence of peer groups on the consumption

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<sup>34</sup>Ali Akbar Khansir, Naeimeh Jafarizadegan, & Fatemeh Karampoor. Relation between Socio-economic Status and Motivation of Learners in Learning English as a Foreign Language. *Theory and Practice in Language Studies*, Vol. 6, No. 4, pp. 742-750, April 2016, P. 742.

<sup>35</sup>Didem Coban Koc. The Effect of Socio-Economic Status on Prospective English Language Teachers' Academic Achievement, *Novitas Royal Research on Yout and Language*, Vol. 10 (2) , 2016, P. 100.

<sup>36</sup>Kiki Winaryo, *The Influence of Socio-Economic Status and Friends of the Peer Group on Consumption Behavior of Students of Class XI Social Sciences at SMAN 1 Rembang Purbalingga*, Thesis, (Yogyakarta: Universitas Negeri Yogyakarta, 2017), p. 25.

behavior, and the influence of socioeconomic status and peer groups on consumption behavior of XI IPS students at SMA Negeri 1 Rembang Purbalingga. The results of the research showed that Socioeconomic status has a positive effect on consumption behavior of class XI students of SMA Negeri 1 Rembang Purbalingga Force 2016/2017; Peer groups have a positive effect on consumption behavior of class XI students of SMA Negeri 1 Rembang Purbalingga Force 2016/2017; and socioeconomic status and peer group together have a positive effect on consumption behavior of class XI students of SMA Negeri 1 Rembang Purbalingga Force 2016/2017, with a large influence together at 21.8%.

The research above has similarities and difference with this research. The similarities are: the three researchers above focused their research on socio-economic status (SES) and learning motivation. However, this research will be different from those studies. The difference can be: first, Koc (2016) focused his research on exploration the effects of SES on prospective English language teachers' academic achievement. Then, Winaraya (2017) focused his research on the influence of socio-economic status and the friends of peer group on consumption behavior. On the other hand, this research will focused on the correlation between socio-economic status and students' learning motivation. Second, the thre studies above applied different research method with this research. The third, the different of subject of analysis will cause the different of research findings.

#### **D. Research Hypothesis**

The hypothesis is a temporary answer to the research problem, until proven through the collected data. The hypothesis in this study will be:

***Ha:*** "There is correlation between socio-economic status (SES) and student motivation in learning English at the Fourth semester of English education study program at Bengkulu State Institute of Islamic Studies (IAIN) Bengkulu.

***Ho:*** "There is not correlation between socio-economic status (SES) and student motivation in learning English at the Fourth semester of English education study program at Bengkulu State Institute of Islamic Studies (IAIN) Bengkulu.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research applied correlation quantitative method. Correlation method is a method that investigate the relationships among two or more variables are studied without any attempt to influence them<sup>37</sup>. In other words, correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common where the researcher do not give any treatment to influence the result of the resarch. However, there is no manipulation of variables in correlational research.

In addition, the correlational research is also sometimes referred to as a form of descriptive research because it describes correlational study the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient<sup>38</sup>. When a correlation is found to exist between two variables, it means that scores within a certain range on one variable are associated with scores within a certain range on the other variable. It recalled that a positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the other. A negative correlation, on the other hand, means

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<sup>37</sup>Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 331-332.

<sup>38</sup>*ibid*

high scores on one variable are associated with low scores on the other variable, and low scores on one are associated with high scores on the other. In short, correlative research related to statistical analysis of the research

Then, Mills & Gay said that correlation research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables; the degree of relation is expressed as a correlation coefficient<sup>39</sup>. It means that if two variables are related, scores within a certain range on one variable are associated with scores within a certain range on the other variable. Therefore, the purpose of a correlational study is to determine relations among variables or to use these relations to make predictions. Correlational studies typically investigate a number of variables believed to be related to a major variable without doing investigating to th other factors which infleunces of the variables in the research.

In summary, correlation research can be defined as a research that investigate the relationships among two or more variables are studied without any attempt to influence them that involves collecting data to determine the degree of a relationship exists between two or more quantifiable variables that expressed as a correlation coefficient. In this research, the researcher applied this method to invetigate the correlation between socio-economic status (SES) and motivation of EFL learners at fourth semester students of English education

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<sup>39</sup>Geoffray E. Mills &Lorraine R. Gay. *Eduvational Research: Competencies for Analysis and Application Eleventh Edition*, England, Pearson, 2016, P. 234.

study program at State Institute for Islamic Studies (IAIN) Bengkulu academic year 2019/2020.

### C. Population and Research Sample

#### 1. Population

Population is the subject of research that consisted of a number of people in a certain community<sup>40</sup>. It becomes an area of generalization in a research. The population in this study was the fourth semester students of English education study program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2019-2020. There were 120 students in this grade that consisted of four classes. The detail description, can be seen as the following table:

**Table 3.1**  
**The Fourth Semester Students of TBI**  
**IAIN Bengkulu in Academic Year 2018/2019**

No.	Class	Population
1.	Class A	20
2.	Class B	34
3.	Class C	28
4.	Class D	38
<b>Total Number</b>		<b>120</b>

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<sup>40</sup>Suharsimi Arikunto, *Research Procedure: A Practical Approach*, (Jakarta: Asdi Mahasatya, 2013), p. 173.

## 2. *Sample*

Sample is part of the number and characteristics possessed by the population<sup>41</sup>. It means that sampel is a number of people that include into population and become the subject of analysis in a research. In this research, the researcher applied simple random sampling technique in determining the sample. This technique was appropriate because among the four classes, the students had the same level. The researcher took the sample based on table in Sugiono theory. Based on table (see appendix 15), it is suggested that if the number of population is 120, it can be taken 65 students as sample<sup>42</sup>. In this research, the population is 120 students, so the researcher took 65 students of the total population.

### **D. Data Collection Technique**

Data collection techniques are the most important step in research, because the main objective in the research is to obtain data<sup>43</sup>. It means that a systematic process of data collecting is important to do in order that the researcher can get complete data in the field of research. Before doing data analysis, the researcher should collect the data by using research instrument. In collecting data, the researcher used two kinds of research instruments, namely: questionnaires and documentation. The data collection can be done as follows:

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<sup>41</sup>Sugiyono, *Statistics for Research*, (Bandung: Alfabeta, 2014), p. 62.

<sup>42</sup>*Ibid*

<sup>43</sup> Sugiyono, *Educational Research Method: Quantitative, Qualitative and R & D Approach*, (Bandung: Alfabeta, 2012), p. 308.

1. The researcher came to the classroom to meet students who became the subjects of the research; and the researcher explained to students about the research in order that they know about the important of the research.
2. The researcher asked the students to fill the quisionairre as honest as possible in order to get valid datafor the research.
3. Before asking the students to fill the questionairres, the researcher explained in detail about both questionairres and the right procedures in filling them.
4. The researcher gave the students the valid questionaires namely: questionairre to investigate students' Socio-economic status and questionairre to investigate students' learning motivation in English. After the students completed to fill it, the researcher took all the questionairres in order to analyze them as research data.
5. During the process of collecting data, the researcher take some documentation in form of photographs in order to support the authenticity of the research.
6. The researcher analyzed the data had been collected.
7. The researcher completed the research and wrote the research report.

#### **E. Research Instrument**

The researcher used some instruments in getting valid data in the rsearch. The instrument can be in form of quentionaires and documentation. For the detail description of the instruments used in the research, see the following description:



## *1. Questionnaire*

Questionnaire became the main research instrument in this research. Questionnaire is a research instrument in data collection technique that is done by giving a set of questions or written statements to respondents to be answered. The questionnaire can be the form of closed or open question that can be given directly to the respondent or sent by post, or internet<sup>44</sup>. In this research, designed a questionnaire to get the data. The researcher used closed questions in a set of research instrument that consist of two kinds of questionnaire; they were Questionnaire for Measuring Socio-Economic Status (SES) and Questionnaire for Measuring Students' Learning Motivation. The detail description about the questionnaire can be described as the following explanation:

### a. Questionnaire for Measuring Socio-Economic Status

The first questionnaire was the Questionnaire for measuring students' socio-economic status. It was designed such a set of closed questionnaire that consisted of 20 items that related to the investigation about students socio-economic status (SES). The questionnaire in form of multiple choice items that consists of four choices, namely: A, B, C, and D. Each choice has description statement related to students' socio-economic status.

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<sup>44</sup>Sugiyono, *Metode Penelitian Pendidikan ...*, h. 199.

## b. Questionnaire for Measuring Students' Learning Motivation

The second questionnaire was Questionnaire for Measuring Students' Learning Motivation. This questionnaire is also designed such a set of closed questionnaire that related to the students learning motivation. The questionnaire consisted of 30 items. The alternative answers contained in the questionnaire also can be transformed in the form of quantitative symbols to produce interval data. The trick is to score each answer based on certain criteria. For example, the level of education of respondents was asked. The higher level of education they have, the greater score given.<sup>45</sup> In this study, the questionnaire used in the form of a Likert scale with a closed statement, namely the answer to the statement submitted was provided. With a score rating as follows:

- 1) Alternative answers Very Agree, with a score of 4.
- 2) Alternative answers Agree, with a score of 3.
- 3) Alternative answers Disagree, with a score of 2.
- 4) Alternative answers Very Disagree, with a score of 1.

Questionnaires are given to the respondents and filled directly by selecting one of the answers that are available according to them. Questionnaire in this study was used to obtain data about socio-economic

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<sup>45</sup>Nana Sudjana, *Assessment of Teaching and Learning Process Results*, (Bandung: Teens Rosdakarya, 2009), p. 71.

status (SES) and students' motivation in learning English of EFL learners at fourth semester students of English education study program at State Institute of Islamic Studies (IAIN) Bengkulu in academic year 2019/2020.

## **2. Documentation**

Arikunto said that the documentation method is looking for data regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, times of meetings, and agenda<sup>46</sup>. In this research, the documentation can be in form of students' questionnaire result, photographs, all written documents. The documents were filed by the researchers and attached in appendix of the research. All the data documentation are important for the research. It can help to support the authenticity of the research. By doing documentation, it can prove that the research was really conducted based on procedures that have designed in this research.

## **F. Research Variables**

Research variables are attributes, properties or values of people, objects, or activities that have certain variations set by the researcher to learn and draw conclusions<sup>47</sup>. It means that variables are the most important things that must be

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<sup>46</sup> Suharsimi Arikunto, *Prosedur Penelitian .....*, h. 274.

<sup>47</sup> Sugiyono, *Statistika untuk Penelitian .....*, h. 3.

investigated by the researcher in order to get the research finding. The variables in this research can be explained as the following explanation:

1. *Independent Variable*

The independent variable is the variable that affects or becomes cause changes or the emergence of a dependent variable.<sup>48</sup> Variables free or variable (X) in this study is the socio-economic status (SES). In this study investigated the socio-economic status (SES) at fourth semester students of English education study program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2019/2020. This variable can be the key of the research.

2. *Dependent Variable*

The dependent variable is the variable that is affected or which is the result, because of the independent variables.<sup>49</sup> The dependent variable or variable (Y) in this study is the motivation of efl learners. In this study were investigated regarding the motivation of efl learners at fourth semester students of English education study program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2019/2020.

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<sup>48</sup> Sugiyono, *Statistika untuk Penelitian* ....., h. 4.

<sup>49</sup> Sugiyono, *Statistika untuk Penelitian* ..., h. 4.

## **G. Data Validity**

Before doing the research, it is important for the researcher to make the instrument valid. Therefore, the researcher conducted instrument try out to verify the validity item characteristics and reliability. The number of try out questionnaire was 20 items to investigate students' Social-Economic Status (SES); and 45 items to investigate students' motivation in learning English. The try out was conducted at the fourth semester students of TBI IAIN in academic year 2019/2020, especially non-sample students. There were 46 students who conducted try out for the research instruments. The following explanation described the result of instrument try out.

### **1. Validity test**

Validity is a measure that shows an accuracy instrument. Sugiyono, explained that the validity is standard accuracy of data occurs on the object of research with power which can be reported by researchers. Thus valid data is data which is no different between the data reported by researchers with data actually happened to the object of research. Validity test is used to know the validity of the questionnaire that will be used in the study.<sup>50</sup> In doing a research, the researcher only used valid data for collecting the data after doing try out.

Validity is the level at which a test measures what should be measured. A test is called valid if the test correctly measures what you want

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<sup>50</sup> Sugiyono, *Metode Penelitian Pendidikan ...*, h. 72.

to measure. The technique used to measure the validity of the problem is the product moment correlation technique. The product moment correlation formula used to test the validity of the questionnaire is as follows :

$$r_{xy} = \frac{N\sum X.Y - (\sum X).(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}.\{N.\sum Y^2 - (\sum Y)^2\}}}$$

Description :

$N$  = Number of research respondents

$\sum xy$  = The number of variables  $x$  multiplied by the variable  $y$  /  
total overall

$\sum x$  = Number of variables  $x$

$\sum y$  = The total number of items is variable  $y$

After doing try out, the result of validity of both variables showed that there were 50 valid items for instrumnts. They were 20 items for investigating students' Socio-Economic status (SES). It means that all items were valid for this instrument. Then, there were 30 items for investigating students' motivation in learning English. It means that there were 15 items invalid in the try out of 45 items. The invalid item numbers were: 4, 5, 10, 12, 14, 16, 17, 22, 26, 34, 35, 38, 40, 42, 43. Other itemns were valid. In short, all valid items in try out both items for investigating students' Socio-Economic status (SES) and investigating students' motivation in learning

English were used as instrument for collecting data in this research. For more detail calculation about validity measurement of both variables, see the calculation of validity of both questionnaire in appendix 4 about the calculation and data distribution of data validity.

## 2. Reliability

Reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument already. If the data is indeed true according to reality, then how many times was taken, still the same. Reliable means to be trusted, so reliable.

After known to the validity of each item, then resumed looking for the level of reliability of a questionnaire in which researchers used the calculation method of the split second, that of the total number of items questionnaire which has been declared invalid divided, item number odd (X) and item even (Y). Then correlated using the product moment formula. While to measure the level of reliability of the instrument can be done with the split technique of Spearman Brown (split half) as follows:

$$r_1 = \frac{2r_b}{1 + r_b}$$

### Description :

$r_1$  = Internal reliability of all instruments

$r_b$  = Product moment correlation between the first and second

hemispheres ( $r_{xy}$ ).<sup>51</sup>

If  $t$ -calculated  $>$   $r$ -table = realible

If  $t$ -calculated  $<$   $r$ -table = unrealible

After conducting try out and doing measurement of validity, the result of realibility showed that the instruments used in this research were realible, where:  $r$ -table for signification  $\alpha= 0.841$  and  $r$ -table= 0.291. It can be concluded that the items in the instruments were realible. For more detail calculation for instrument realibility, see appendix 4 about reability measurement of data readability for research intrument.

## H. Data Analysis Technique

This research is a correlation study which aims to determine the magnitude of the relationship between variables, in this case socio-economic status and students' learning motivation. After the data is collected, the next step the writer does is to analyze the data that has been entered. Data analysis is a very important step in research, because at this stage it is used to answer the problems that have been proposed by the previous author.

The analysis model to analyze the correlation between socio-economic status (SES) with motivation of EFL learners at the fourth semester students of English education study program at State Institute of Islamic Studies (IAIN)

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<sup>51</sup> Sugiyono, *Metode Penelitian Pendidikan ...*, h. 131.



Bengkulu academic year 2019-2020. It is to use the product moment formula. The method in this experimental study uses an independent sample t-test. Before doing the hypothesis test, th researcher also conducted *normality test* and *Linearity test*. Normality test was to know whether the sample data used in the research comes from normal distribution. Normality test in this research adopted *Lilifor method*. Then, Lilarity test was to know whether both variable have have linear correlation significantly or not. A good correlation should have linear correlation between independent variable (X) in this case socio-economic status of parents with dependent variable (Y) in this case students' learning motivation. To measure this test, the researcher used *Anova Table*.

In this research, the product moment formula can be described as the following formula:

$$r_{xy} = \frac{N\sum X.Y - (\sum X).(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}.\{N.\sum Y^2 - (\sum Y)^2\}}}$$

Description :

N = Number of research respondents

$\sum xy$  = The number of variables  $x$  multiplied by the variable  $y$ /  
total overall

$\sum x$  = Number of variables  $x$

$\sum y$  = The total number of items is variable  $y$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

The aim of this research was to reveal the correlation between parental Socio-Economic Status (SES) and motivation of EFL Learners at fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2018-2019. To investigate the problem, the researcher has conducted a complete series of research procedures. In this stage, the result have been obtained. The detail description of the research result, it can be explains as the follow description:

#### **A. Result**

After completing the data collection and data analysis, the researcher the researcher got the findings of the research. The result of the research was explained from the result of *normality test*, *Linearity test*, and *hypothesis test*. The detail explanation of the result of the test above, it can be explained as the followin details:

##### ***1. Normality Test***

Normality test is used to know whether the sample data used in the research comes from normal distribution. Normality test in this research adopted Lilifor method. In measuring normality, the researcher used SPSS 1.6 program by doing the following procedures:

a. Hypothesis:

H<sub>0</sub>: sample comes from normal distributed of population

H<sub>a</sub>: sample does not come from normal distributed of population

b. Significant rate =  $\alpha = 5\%$

c. Criteria area:

H<sub>0</sub>: rejected if *probability value* (sig.) < 0,05

H<sub>0</sub>: accepted if *probability value* (sig.) > 0,05

1) *Normality test for Data Socio-Economic-Status (SES)*

Normality test was conducted to know about the data related to socio-Economic status (SES) the students' parents that have been taken from sample. It was to measure whether the distribution was normal or not. Based on the result of calculation by using SPSS, the *output* normality test of showed that the probabilitas value (sig.) was (0.044). It means that *probability value* (sig.) more than 0,05. It can be concluded that *H<sub>0</sub> was accepted*. For more detail explanation, see appendix 5 for the test of normality calculation.

2) *Normality Test for Data Learning Motivation*

Test of normality was also conducted to the variable of students' learning motivation. . It was to measure whether the distribution was normal or not. Based on the result of calculation by using SPSS, the *output* normality test of showed that the probabilitas value (sig.) was

(0.765). It means that *probability value* (sig.) more than 0,05. It can be concluded that *H<sub>0</sub> was accepted*. For more detail explanation, see appendix 5 for the test of normality calculation.

Based on the data above, it can be described that:

a. Hypothesis:

H<sub>0</sub>: sample comes from normal distributed of population

H<sub>a</sub>: sample does not come from normal distributed of population

b. Significant rate =  $\alpha = 5\%$

c. Criteria area:

H<sub>0</sub>: rejected if *probability value* (sig.) < 0,05

H<sub>0</sub>: accepted if *probability value* (sig.) > 0,05

d. Test of Statistic: *probability value* (sig.)= 0,200

e. Conclusion: P *value* (sig.) = 0,200 > 0,05. It means that H<sub>0</sub> was accepted, and it can be concluded that the data distribution was normal.

## **2. Linearity test**

Linierity test was aimed to to know whether both variable have have linear correlation significantly or not. A good correlation should have linear correlation between independent variable (X) in this case socio-economic status of parents with dependent variable (Y) in this casestudents' learning motivation. To measure this test, the researcher used Anova Table.

Based on the analysis by using SPSS 1.6, the result showed that:

a. Hypothesis:

H<sub>0</sub>: sample comes from normal distributed of population

H<sub>a</sub>: sample does not come from normal distributed of population

b. Significant rate =  $\alpha = 5\%$

c. Criteria area:

H<sub>0</sub>: rejected if *probability value* (sig.) < 0,05

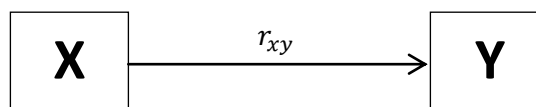
H<sub>0</sub>: accepted if *probability value* (sig.) > 0,05

d. Test of Statistic: *probability value* (sig.)= 0,609

e. Conclusion: P *value* (sig.) = 0,609 > 0,05. It means that H<sub>0</sub> was accepted, and it can be concluded that significantly both variables has linear correlation. For detail calculation, see appendix 5 related to linearity test.

### 3. Hypothesis Test

In hypothesis test, it used Bivariat correlation analysis. It aimed to know the rate of correlation among the two variables, namely: the correlation between independent variable (X) – variable of students' socio-economic status and dependant variable (Y) – students' learning motivation. The correlation can be described as the following chart:



Notes:

X : socio-economic status

Y : Students' learning motivation

$r_{xy}$  : Coeficient correlation X and Y

In this research, the researcher focused on finding the correlation between socio-economic status and students' learning motivation. Therefore, the researcher tested the research hypotesis that stated there significant correlation between social-economic status and students' learning motivation. Based on the result of correlation test of bivariat by using SPSS 1.6, it showed that there was positive correlation between variable *social-economic status* and students' *learning motivation*, namely: 0.278 or 27.8%. It means that the higher the students' social-economic status, the higher their learning motivation.

## **B. Discussion**

One factor that influence students' learning achievement is their parental socio-economnic status (SES). The students who have higher parental socio-economic status influence their learning motivation. Parental socio-economic status could affect student's academic achievement because parents with high level of socio-economic status are most likely to engage in activities that will develop the intellectual potential in their children and teach the way for them to

perform satisfactory in school<sup>52</sup>. Therefore, family factor is very important to the students because family is the first institute that students know to teach them and parents are the immediate relation of students to support them in education. Family as extrinsic factor of motivation is very useful aspect in students' motivation to be better in learning English.

The parental financial status and education do have an important influence on the personality of students. In society, there are assumptions if the students have higher parental socioeconomic status so they will be easier to supply students need in education but if the students have lower parental socioeconomic status so they will be difficult to supply students need in education. The students that has good facilities in learning will be easier to follow the activity of learning process so their possibilities of success in education is better than the students who have bad facilities in learning, in this case, they are more difficult to follow learning process activity and their possibilities to fail in education is bigger. In other words, highly educated parents are most likely to give the children the necessary academic foundations at home that will help them perform well in school. It is obvious that this factor is vry useful for students.

The aimed of the study was to determine the correlation between socio-economic status (SES) and motivation of efl learners. Learners' family income, occupation, and education were an indicator to measure the Socio-Economic

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<sup>52</sup>Henny Yulia. Correlation between Parental Socioeconomic status and Student's English Achievement, *Jurnal Pendidikan dan Pengajaran*, Vol. 4, No. 2, December 2017, P.75

Status (SES) value. The population of this research was all EFL learners at fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu academic year 2018-2019. Therefore, the researcher formulate the research problem to reveal the correlation between Socio-Economic Status (SES) and motivation of EFL Learners at fourth semester students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2018-2019.

Based on literature review, the researcher applied socio-economic status (SES) theory proposed by Mohsen Ghasemi Ariani & Narjes Ghafournia. They said that socio-economic status is a quality that someone has that can be seen from some aspects, namely: the level of income, the level of education, the level of occupation, the level of ownership of goods, and the level of participation in group activities and the community.

Then, the researcher applied learning motivation theory proposed by Jeremy Harmer and Robert Gardner. Motivation is defined as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language<sup>53</sup>. Then, Harmer stated that learning motivation is some kind of internal drive which pushes someone to do things in order to achieve something<sup>54</sup>. In this case, students' motivation in English learning means reason, inner power, encouragement; or the inner control of

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<sup>53</sup>Ali Akbar Khansir, et al, *Loc Cit.* P. 742.

<sup>54</sup>Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 98.



behavior as represented by physiological conditions, interests, attitudes, and aspirations; or the tendency of organisms to do something; attitudes or behaviors that are influenced by needs and directed to specific goals that have been planned in learning English. When the students have those aspects, they can be judged as motivated students in their learning.

To prove the correlation between Socio-Economic Status (SES) and motivation of EFL Learners at fourth Semester Students of English Education Study Program at State Institute of Islamic Studies (IAIN) Bengkulu Academic Year 2018-2019. By using correlative method, the researcher did the following procedures of tests, namely: *normality test, Linearity test, and hypothesis test.*

The first, the researcher did normality test. This test was conducted at the first step of data analysis to measure the distribution of data in a group of variable, whether the data distribution was distributed normally or not. Normality test was useful to determine the data that had been collected distributed normally or taken from normal population. Assumption of data normality must be fulfilled when we wanted to do parametric data. In this research, the researcher measures the data by using Liliford method and calculated by using SPSS 1.6. Both data in parental social-economic status and students' learning motivation variables showed normal distributions.

The second, the researcher conducted linearity test. This test was conducted at the second step of data analysis to know whether both variables in the research (parental socio-economic status and students' learning motivation)

have linear correlation or not significantly correlated. This test was used as a requirement in correlation data analysis or linear regression. In this research, the researcher used SPSS 1.6 with 0.05 rate of significance to test for linearity. It means that both variables – parental socio-economic status and students' learning motivation – were linear if the linearity significance less than 0.05. To measure the linearity of data, it was used Anova Table. The result showed that *P value* (sig.) = 0,609 > 0,05. It means that  $H_0$  was accepted, and it can be concluded that significantly both variables (parental socio-economic status and students' learning motivation) have linear correlation. This fact made the researcher to continue the analysis to hypothesis test. The hypothesis test became the last test in this research.

The third, the researcher conducted hypothesis test to see the correlation in this research. Hypothesis testing is an act in statistics where by an analyst tests an assumption regarding a population parameter. The methodology employed by the researcher depends on the nature of the data used and the reason for the analysis. Hypothesis testing is used to infer the result of a hypothesis performed on sample data from a larger population. In hypothesis testing, the researcher tested a statistical sample, with the goal of accepting or rejecting a null hypothesis. The test tells the researcher whether or not her primary hypothesis is true. If it isn't true, the analyst formulates a new hypothesis to be tested, repeating the process until data reveals a true hypothesis.

Statistical analysis test is a hypothesis test by measuring and examining a random sample of the population being analyzed. The researcher used a random population sample to test two different hypotheses: the null hypothesis and the alternative hypothesis. The null hypothesis is the hypothesis the analyst believes to be true. Analysts believe the alternative hypothesis to be untrue, making it effectively the opposite of a null hypothesis. Thus, they are mutually exclusive, and there is only one hypothesis can be true. However, one of the two hypotheses will always be true.

To find the correlation of both variables in this research - socio-economic status and students' learning motivation - the researcher used correlation test of bivariat by using SPSS 1.6. After collecting the data and doing the calculation, the result of the research showed that there was positive correlation between variable parental *social-economic status* and students' *learning motivation*, namely: 0.278 or 27.8%. The result can be concluded that the higher the students' parental social-economic status, the higher their learning motivation.

After doing complete analysis in this research, and doing all steps of the research based on real procedures that have been designed in previous chapters, it can be concluded that there was positive correlation between variable parental *social-economic status* and students' *learning motivation* in learning English. The result of the research can be concluded that the higher the students' parental social-economic status, the higher their learning motivation. Therefore, parental socio-economic status has significant correlation to the students' learning

motivation to lead them in to success in education. It means that parental socio-economic status has significant correlation toward the studnts' learning motivation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After completing the data analysis, the researcher concluded that there was positive correlation between variable *social-economic status* and students' *learning motivation*, namely: 0.278 or 27.8%. It means that the higher the students' social-economic status, the higher their learning motivation.

#### B. Suggestion

After conducting the research, the researcher would like to give constructive suggestion to everyone who read this research:

1. For the students who have high parental social-economic status, it is important to them to make use the facilities that they gain to improve their English by taking a good English course facility in order to make their dream comes true. On the other hand, for the students who have lower parental social-economic status, it is important for them try to find various kinds occasions to get better education in order to get the sam ability and chances for better future.
2. Considering the direct effect of SES on students' learning motivation, the government should provide better conditions for promoting the academic success of students by introducing a series of measures such as increasing the

investment in less developed areas, remitting the tuition of destitute families, and offering scholarships for specific families.

3. It is true that a good education needs high financial fulfillment. It is important for government to give more attention to low class state schools, especially schools at rural area in completing learning facilities, namely: good book collections as sources of education, representative language laboratory, and credibility English teachers to produce superior output of education.
4. Considering the effect of SES on students' learning motivation through the parent-child relationship, parents should pay more attention to family education. The education, occupation and income of parents cannot be changed in a short time, but education attitude and parent-child relationships are comparatively easy to change. Parents should provide support and assistance to their children's academic life through building a better family atmosphere.
5. For the next researchers, it is important for them to do research related to the parental socio-economic status and learning motivation in broader scope of research with more innovative development of research in educational field.

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