

A THESIS

**THE CORRELATION BETWEEN SOCIO - ECONOMIC
STATUS AND STUDENTS' ENGLISH ACHIEVEMENT
IN UPT SMK NEGERI 1 SIDRAP**



BY

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PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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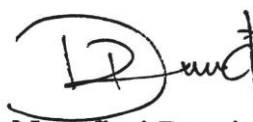
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Nurafiati Dewia Mufti. *The Correlation Between Socio-Economic Status and Students' English Achievement in UPT SMK Negeri 1 Sidrap* (Supervised by Ismail Latif and Anwar)

Educational equity requires not only racially integrated schools but also economically integrated schools. Where children have the right to free and quality basic education. Education is about learning together on common ground, where the rich and poor would see them selves in a common cause – a necessity for education, especially in English. This study aimed to find is there any correlation between socio-economic status and students' English achievement in UPT SMK Negeri 1 Sidrap.

This research is correlation research. This study was conducted in UPT SMK Negeri 1 Sidrap in August for 10 days. The population in this research was the eleventh grade 314 students and the samples were 67 students. For the technique of taking samples, the researcher used purposive sampling technique. In collecting the data, the researcher used questionnaire to assess students' socio-economic status which consisted of 9 items of questions and using tests to assess students' English achievement. To determine the relationship between two variables researched, the researcher used the Pearson Product-Moment Correlation and analyzed it by using SPSS version 26.

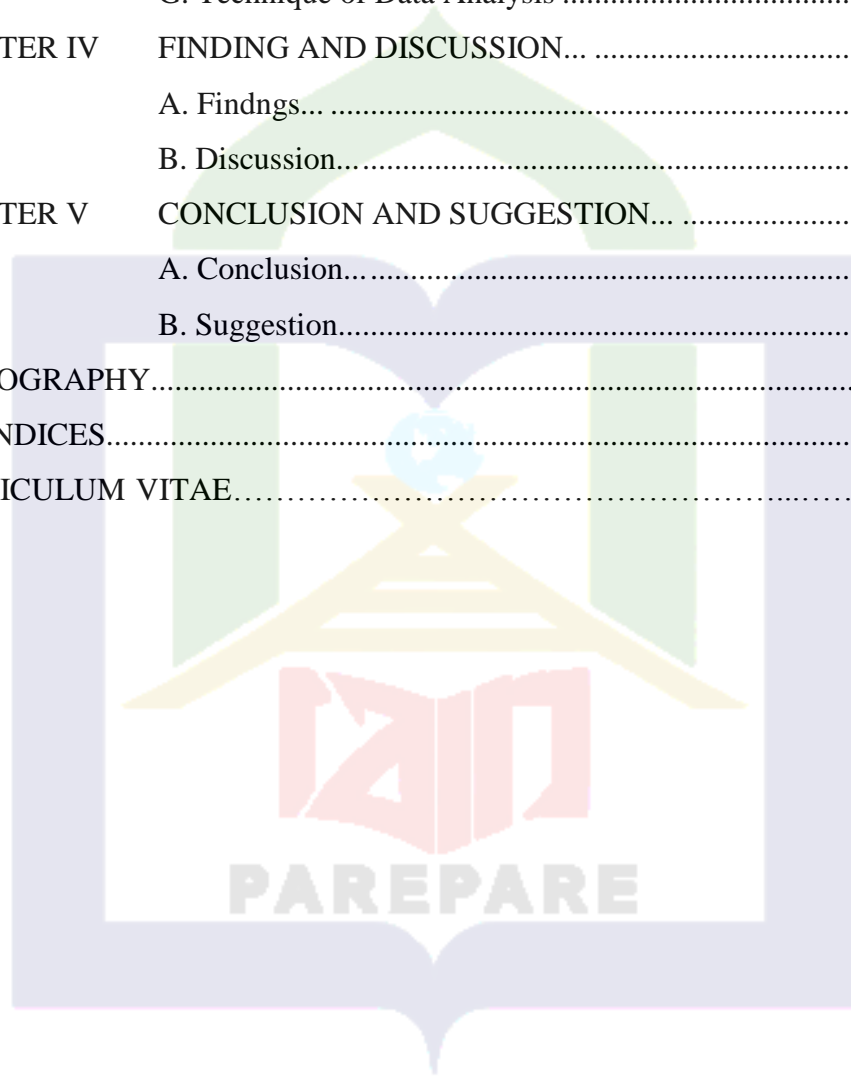
The result of this research showed that sig. (2-tailed) value was 0.193, It can be stated that $0.193 > 0.05$. It means that null hypothesis (H_0) is accepted, while the alternative hypothesis (H_a) is rejected. The value of correlation coefficient (r) was -161. In conclusion, it means that there is no significant correlation between socio-economic status and students' English achievement.

Keywords : Socio-Economic Status, Students' English Achievement

TABLE OF CONTENT

COVER.....	i
PAGE OF TITTLE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS.....	iv
ACKNOWLEDGEMENT.....	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS.....	vii
ABSTRACT.....	viii
LIST OF CONTENTS	ix
LIST OF TABLE.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Research Questions.....	4
C. The Objective of The Research	4
D. Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	9
C. Conceptual Framework.....	23
D. Hypothesis.	24
E. Operational Definition... ..	25
CHAPTER III METHODOLOGY OF RESEARCH.....	26
A. Research Design	26
B. Variable of The Research	26

	C. Location and Duration.....	26
	D. Population and sample.....	26
	E. Instrument of the Research	28
	F. Research Procedure	30
	G. Technique of Data Analysis	31
CHAPTER IV	FINDING AND DISCUSSION.....	34
	A. Findngs.....	34
	B. Discussion.....	40
CHAPTER V	CONCLUSION AND SUGGESTION.....	49
	A. Conclusion.....	49
	B. Suggestion.....	49
BIBLIOGRAPHY.....		I
APPENDICES.....		VII
CURRICULUM VITAE.....		XLVII



LIST OF TABLES

Number of Table	Title of Table	Pages
Table 3.1	Population of The Research	27
Table 3.2	Indicators of Socio-Economic Status Questionnaire	28
Table 3.3	The Score of The Parents' Education	29
Table 3.4	The Score of The Background of Socio-Economic Status	29
Table 3.5	Indicators of Students' English Achievement	30
Table 3.6	Category Level of Socio-Economic Status	31
Table 3.7	Category Level of Students' English Achievement	31
Table 3.8	Coefficient interpretation value	33
Table 4.1	The Distribution Frequency and Percentage of Socio-Economic Status	35
Table 4.2	Statistics of Socio-Economic Status	35
Table 4.3	The Distribution Frequency and Percentage of Students English Achievement	36
Table 4.4	Statistics of Students' English Achievement	36
Table 4.5	One -Sample Kolmogorov-Smirnov Result	37
Table 4.6	Linearity Result	38
Table 4.7	The Correlation between Socio-Economic Status and Students' English Achievement	39

LIST OF APPENDICES

Number of Appendix	The Tittle of Appendices
1	Lesson Plan
2	Instrument of The Research
3	Students Score of Socio-Economic Status
4	Students Score of English Achievement
5	The Result of Socio-Economic Status by SPSS Program Version 26
6	The Result of Students' English Achievement by SPSS Program Version 26
7	Documentations
8	Research Letters

CHAPTER 1

INTRODUCTION

A. Background

English is becoming an increasingly important language for individual learners to succeed in a globalized world. Knowledge of English is important for students' life and work because it enhances their social status and job opportunities. This academic demand makes learning English important, primarily to improve students' language interpretation and procedural knowledge.

However, the importance of English in Indonesia is very contrasting with their English ability. The English Proficiency Index (EPI) in 2022 shows that Indonesia ranked 81 of 111 countries with a score of 469. Based on these ratings, Indonesian has a low proficiency in English. It proves that there are factors that affect the performance of students while learning English in Indonesia. This causes students to score poorly on English tests and fail the minimum scores required for English tests.

The problem in Indonesia as a developing country is that governments lack the financial resources or the political will to meet their citizens' educational needs. Some children undertake to attend school and receive an inadequate education because of underpaid teachers, poorly trained, blackboards, overcrowded classrooms, and a lack of generic teaching tools such as textbooks, pens, and paper. Equally disheartening to find disparities in educational attainment between different social-economic status groups in some regions. Children from a high social economy will not have much difficulty fulfilling their children's school

needs contrasting with parents with low economic. When students' needs do not fulfill, this will be an obstacle for students in learning English.

Li & Qiu said that "though there may be many factors affecting a student's performance, the family's SES has the greatest impact."¹Learners were found to be primarily influenced by the attitudes and behavior of their parents and family members. As a result, parents of higher socio-economic status pay more attention to improving the quality of their children's English achievement.

In addition, wealthy parents usually take their children to English practice every day. They recognize that English is essential to interacting effectively with other people. For this reason, they are always able to provide their children with the best opportunity to improve their English skills. Some wealthy parents tend to send their children to English-speaking countries for holidays. They can have an authentic way of using the language in the current situation. However, poor people who rarely use English in their daily communication do not realize its importance.

According to Nigel & William, in the immediate context of our preoccupation here, that "there is a strong relationship between economic and social factors and performance of English Language learner."²What kind of education they receive will depend on the student's abilities and the social status of their parents. Education is divided into the low class, another class for middle socio-economic status, and a final class for the high class. This class difference

¹Marie Camille Cuisia-Villanueva and Jayrome Núñez, "A Study on the Impact of Socioeconomic Status on Emergency Electronic Learning during the Coronavirus Lock Down.," *Online Submission*, no. July (2020), p`11

²Walid Salameh, "The Impact of Social and Economic Factors on Students ' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools" (The British University in Dubai, 2012), p 13

becomes apparent when both wealthy and poor students are taught together in the same school or class.

As happened in UPT SMK Negeri 1 Sidrap. As a public school, this school accommodates students from various socio and economic backgrounds of parents. There are workers, civil servants, farmers, fishermen, and entrepreneurs. Who are very clear that their socio-status is also different with a more varied level of economic abilities, income and environments.

However, despite students coming from different socio-economic statuses, UPT SMK Negeri 1 Sidrap still provides the same quality of education. In case, rich and poor students still learn the same learning materials and use the same facilities without special treatment. After all, there are differences in students' socio-economic status that will be related to the learning process, especially in financing students learning needs that not provide in schools. Differences in the socio-economic status of these students will probably make their learning achievement different.

Educational equity requires not only racially integrated schools but also economically integrated schools. Where children have the right to free and quality basic education. The fact that parents' socio-economic factors may contribute to students' achievement in the English language, the writer is interested to find out the correlation between socio-economic status and students' English Achievement. Hopefully, education will be about learning together on common ground, where the rich and poor would see themselves in a common cause – a necessity for education, especially in English.

B. Research Questions

Based on the background above, the research formulates the research question as follows:

1. What are the parental socio-economic status at the eleventh grade of UPT SMK Negeri 1 Sidrap?
2. What are the students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrap?
3. Is there any significant correlation of parental socio-economic status and students' English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap?

C. The Objective of The Research

The objectives of the research are as follows:

1. To know parental socio-economic status at the eleventh grade of UPT SMK Negeri 1 Sidrap.
2. To know students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrap
3. To examine the correlation between parental socio-economic status and students' English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap.

D. Significant of The Research

The significances of this research are as follows:

1. Education planners can benefit from this work by providing more educational resources such as labs, classrooms, textbooks, libraries, teachers, and financial support.
2. School administrators can discover the school's strengths and weaknesses and plan actions to strengthen strengths and overcome weaknesses.
3. As stakeholders, parents can play an active role in education issues by creating the right environment for their children to receive a quality education.
4. Other researchers may benefit from this study as a benchmark to complement and validate the results of others.
5. After analyzing and implementing the results and recommendations of this study, teachers can use different methods and skills in the classroom in order not to repeat previous mistakes in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The researcher found mostly Study of Socio-Economic Status and English Achievement have been presented in a correlational study. Among the authors of the review is Henny Yulia from the University of Baturaja in 2017. The title of her research is Correlation Between Parental Socio-economic Status and Students' English Achievement. The main purpose of this research was to know if there was any concern with the dominant indicator of parental socio-economic status and students' achievement in English at the eleventh-grade students of SMA N 1 OKU. The result indicated that students who had a good score mostly came from good socio-economic levels with a coefficient was 0,550. It means that null hypothesis. "Therefore, the research concluded that the dominant indicator that influenced parental socio-economic status was parents's income."¹

A study by Miftahhul Jannah's research entitled Parental Involvement in Learning English based on Socio-Economic Status: A Survey of Students' Perceptions at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat. This research aims to know parental involvement and how is parental socio-economic status reflected in parental implication in Learning English at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat from Students' Perceptions. The design of this research was a survey as part of quantitative research. The population of this research was the seventh and eighth-grade students of M.TsS Pondok Pesantren Adlaniyah

¹Henny Yulia, "Correlation Between Parental Socioeconomic Status and Students' English Achievement," *Edukasi: Jurnal Pendidikan dan Pengajaran* 4, no. 2 (2017): 74–82.

Pasaman Barat. The researcher used proportional sampling. The sampling was 100 students. The data have been gained from questionnaires. The data were analyzed by using descriptive statistics and inferential statistics in SPSS 16.0. The data showed that parental involvement was classified into an average level and parents' socio-economic status was middle level. This research also showed there was no significant effect of parents' socio-economic status on parental involvement in learning English at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat.

While in Nikmatul Fitriah's research entitled *The Effect of Parental Socio-Economy on Students' English Achievement*. Researchers want to know how socio-economic factors in parents can affect students' English performance in online learning during pandemic. It was conducted in selected first grade of MA Bilingual Batu with using ex-post facto research. The data was analysed using IBM SPSS version 20 with using independent sample t-test. The data showed that there is an effect of socio-economic status of parents on students' English achievement in online learning during the covid-19 pandemic. Students with parents of higher socio-economic status scored higher than students with parents of lower socio-economic status. This happens because they are more motivated, supported and better equipped than people of lower socio-economic status.

The next research came from Zulfa Hadiah M. in the title is *Pengaruh Status Sosial Ekonomi Orang Tua dan Motivasi Belajar terhadap Prestasi Siswa MAN 2 Barru*. This study investigate the effect of parental socio-economic status and students' motivation on students' achievement. It was conducted in MAN 2 Barru. "The significance of this study using quantitative analysis with data collection

techniques through observation, questionnaires and documentation." ² The population in this research is twelfth grade of MAN 2 Barru and the sample is the XII IPA 2 class. The data of that research show that there is no correlation between parental socio-economic status and students' achievement with a significant number of $0.308 > 0.05$ then H_0 is accepted. The data also show that there is correlation between students' motivation and students' English achievement.

The last research came from Walid Salameh and A. A. Sathakathulla with the title *The impact of Social-Economic Factors on Students' English achievement in EFL Classrooms in Dubai*. The purpose of this study is to find out the effect of socio-economic factors on students' English achievement in EFL classrooms in Dubai public secondary schools. This study uses exploiting mixed methods research. The population of the study was six secondary schools in Dubai. The population was 1200 students, 210 male, and 174 female students by using random sampling. The significance of this study using correlation analysis and the impact is registered for future analysis. The result of this study shows there is an impact of such factors on students' English achievement. "It is central to examine the habits by which parents, as the adolescent's primary educators, can be directed to cultivate the person's foreign language progress via the integration of literacy techniques involving both home and school."³

The researcher focus on three levels of parental socio-economic status. There are high level, middle level and low level of parental socio-economic status based

²Zulfa Hadiah M., "Pengaruh Status Sosial Ekonomi Orang Tua Dan Motivasi Belajar Terhadap Prestasi Siswa MAN 2 Barru," n.d.

³Walid Salameh and A. A. Sathakathulla, "The Impact of Social-Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai," *English Language and Literature Studies* 8, no. 4 (2018): 110–118., p 116

on the background of parents' occupation, income, and education. Therefore, this time the researcher will try to examine the correlation between socio-economic status and students' English achievement.

B. Pertinent Ideas

1. Socio-Economic Status

a. Definition of Socio-Economic Status

Socio-economic status or class is the level of individual or group in society that seems to be related to many other aspects of human experience. Fergusson, Horwood and Boden said that "the concept of socio-economic status highlight to the position of individuals, families, or other units on one or more dimensions of stratification."⁴

The relationship between socio-economic statuscategory to the dimensions of human diversity is very complex. Moreover, Oakes said that "socio-economic statusis one of those terms to subtly suggest a deepunderstanding of how society works, or perhaps how it shouldwork."⁵ Among social scientists thethe term become serious business because it connotes one's position inthe social hierarchy, how the hierarchy is structured. This is also often one's consequent life chancessocio-economic status (SES) indicatesone's access to collectively desired resources, be they educational opportunities, materialgoods, friendship networks, money, healthcare, leisuretime, or power. It is access to suchresources that enable individuals or groups to have a better life inthe social world.American

⁴Walid Salameh and A. A. Sathakathulla, "The Impact of Social-Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai," *English Language and Literature Studies* 8, no. 4, p 118

⁵Rahmatiah, "The Correlation between Socio-Economic Class and Students' English Reading Proficiency" (Hasanuddin University, 2020)., p 20

Psychological Association (APA) said "socio-economic status 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 occupation."⁶ In the other words, socio-economic status is the position of someone in the society of social and economic status that is indicated by sociologists, economists, and other social scientists to describe the class standing of an individual or group based on a number of factors including income, occupation, and education.

b. The Level of Socio-Economic Status

Socio-economic status (SES) is a measure of a person's economic and social position in relation to others to be commonly used to depict an economic difference in society as a whole. A focus on objective social class entails a direct determination of a person's social class based on socio-economic variables mainly income, wealth, education, and occupation. A second approach to social class, the one that occupies us here, deals with how people put themselves into categories. This is subjective social class an approach that has its difficulties but helps explain class from the perspective of the people. This is important since the way people define a situation has real consequences on its outcome."⁷ Socio-economic status is commonly divided into three levels (high, middle, and low) to describe how a family or individual can be positioned in relation to society.

At this high level, the group consists of wealthy people such as executives, and corporations who can easily meet all the necessities of life. The main priority

⁶Farid Ghaemi and Mahbubeh Yazdanpanah, "The Relationship between Social-Economic Status and Academic Achievement in The EFL Classroom among Iranian University," *European Journal of English and Literature Studies* 2, no. 1 (2014): 49–57., p 50

⁷Robert Bird and Frank Newport, "What Determines How Americans Perceive Their Social Class?," last modified 2017, accessed January 17, 2010, <https://news.gallup.com/opinion/polling-matters/204497/determines-americans-perceive-social-class.aspx>.

of this group is children's education. Because they have good facilities and infrastructure for studying.

At this middle level, groups typically consisted of businesses with occupations such as shopkeepers, freelancers, and small businesses. Usually, her occupation was a midfielder. In this class, their income was not as high as in the higher levels, but they had a good position in society.

If the parent's occupation is a manual worker, unemployed, transport worker, related worker, domestic worker, or garbage truck, and the income or income from that occupation is far below basic needs, the social They may be of low economic status. They also have very little interest in their families, as they do not have free time to gather and interact with their unfamiliar families.

An agency namely Biro Pusat Statistik (BPS) which responsible to execute statistical surveys in Indonesia categorize socio-economic status as follows:

- 1) *High level: bachelor degree, more than IDR 3,500,000 per month of income, owning car, bike, and permanent residence.*
- 2) *Middle level: diploma degree, IDR 2.5 million – 3,5 million/month income, owning car, bike, and semi-permanent residence.*
- 3) *Low level: junior/senior high school, 1 million – 2.5 million income, owning bike and non-permanent residence.*⁸

Based on the explanation above, there are three levels of socio-economic status measurement in society. Therefore, this study focuses on indicators that measure socio-economic status, which is assumed to be an appropriate method, especially when considering socio-economic stratification in Indonesia.

⁸Rahmatiah, "The Correlation between Socio-Economic Class and Students' English Reading Proficiency.", p 23

c. Primary Factors of Socio-Economic Status

As known, Socio-Economic status is a multidimensional construct that is indexed by three factors having to do with parents. Notably, Liberatos et al. and Gazeboom and Treiman observed that "education, occupation, and income are not highly correlated and that each of these indicators is differently associated with different child outcomes."⁹

- 1) Education is the most common indicator of socio-economic status. This is because education is associated with many lifestyle traits, indicates levels of acquired knowledge and cultural preferences, and is stable in adulthood. An individual's level of education directly affects their ability to learn, with better learning opportunities leading to greater educational opportunities and future possibilities. There are two types of education: formal education and non-formal education. Education is divided into four stages, there are :
 - a) *Primary education such as elementary School (SD), Madrasah Ibtidaiyah (MI) or other equivalent forms and Junior secondary education, namely junior high school (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms.*
 - b) *Middle education, it consists of general secondary education and secondary education vocational such as High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), and Vocational Aliyah Madrasah (MAK), or other equivalent forms.*
 - c) *Higher education, it is a level of education after secondary education which includes diploma, bachelor, master, specialist, and doctoral education programs organized by tertiary institutions.*
 - d) *In non-formal education, the education consist of upgrading, training, internship, and skill course.¹⁰*

⁹ March Bornstein dan Robert Bradley, Socio Economic Status, Parenting, and Child Development, p.31

¹⁰ Miftahul Jannah, "Parental Involvement in Learning English Based on Socio-Economic Status: A Survey of Students' Perceptions at MTSS Pondok Pesantren Adlaniyah Pasaman Barat" (State Islamic University of Sultan Kasim Riau, 2021).18

- 2) Occupational status is the second component of socio-economic status that is illustrative of the "skills and power" that people bring to their function productively in society. Even though this factor is more difficult to assess because of its subjective nature. According to BPS, It can be seen in the type of work of parents, which are as follows:
- a) *Jobs that show high economic status, civil servants class IV and above, wholesalers, big businessmen, and doctors.*
 - b) *Occupations that show middle socio-economic status are retired civil servants class IV A and above, middle traders, civil servants class IIB-IIIb, junior/high school teachers, TNI, head master, retired civil servants class IIB-IIIb, and elementary school teachers.*
 - c) *Jobs that show low socio-economic status are builders, small farmers, farm laborers, transportation drivers, and other jobs that are uncertain in getting income each month.¹¹*
- 3) Income is the third major component of socio-economic status. This is about how much a person earns, including wages and salaries and other forms of income such as investments and savings. The definition of income may be expanded to include inherited property and intangible assets. This allows us to provide families with the funds they need to meet their physical needs and provide supplies for their children. According to BPS, the income group of the population is divided into 4 groups, there are
- a) *Very high income with an average of more than IDR 3,500,000 per month,*
 - b) *High income group with an average of IDR 2,500,000 – IDR 3,500,000 per month,*
 - c) *Middle income group with an average of between IDR 1,500,000 – IDR 2,500,000 per month.*
 - d) *Low income groups with an average of less than IDR 1,500,000 per month.¹²*

¹¹Resty Lestarini, "Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar IPS Siswa Kelas VII Di SMP Handayani Sungguminasa" (Universitas Muhammadiyah Makassar, 2019),p.34

These indicators are used to describe an individual's socio-economic status, such as: Occupational Classifications, Occupational Rating Scale Status Characteristic Indexes, and Occupational Prestige Ratings.

2. English Achievement

a. Definition of Achievement

According to Syaiful Bahri "achievement is outcome of activity which has been done, created, or shaped, either individually or in group"¹³While, M. Chobib Thoha argued that " achievement is the ability of how the students move from stupidity to cleverness, from not to knowing how to knowing how is called achievement."¹⁴ From those points of view, It means that achievement is all about completing goals that have been set for you successfully, typically by effort, courage, or skill.

Achievement is what we expected them to know or how well students have learned. So, achievement was the outcome of education. Academic education is a performance outcome that indicates the extent to which an individual has achieved a particular goal that is the focus of activity in the classroom environment, particularly in schools, colleges, and universities.

b. The Context of Students' English Achievement

Achievement in English learning could be measure from the students mastery of English material. Every students will obtain different achievement

¹²Liani Surya Rakasiwi, "Pengaruh Faktor Demografi Dan Sosial Ekonomi Terhadap Status Kesehatan Individu Di Indonesia," *Kajian Ekonomi dan Keuangan* 5, no. 2 (2021): 150.

¹³Nuridin Syarif, "A Study on Students' English Achievement At Multi Prima College (Mpc) Makassar" (Alauddin State Islamic University Makassar, 2010), <https://www.mendeley.com/catalogue/f70746c1-3a84-3bc2-9f73-b69c790c618b/p.22.p.20>

¹⁴Nuridin Syarif, "A Study on Students' English Achievement At Multi Prima College (Mpc) Makassar" (Alauddin State Islamic University Makassar, 2010), <https://www.mendeley.com/catalogue/f70746c1-3a84-3bc2-9f73-b69c790c618b/>, p. 19

which depends on his or her effort. Ghaemi and Yazdanpanah state that, "academic achievement is defined as the grade point averages of sophomore students in English Language and Linguistic Programs."¹⁵ Achievement refers to what have accomplished of your dreams and being free the restrains of fear and disbelief. This achievement can be in the form of mark or test result.

According Tu'u academic achievement is the "mastery of knowledge or skills developed by the subjects, usually indicated by test scores or the number value assigned by the teacher."¹⁶ Students' achievement is the maximum result that the students can achieve based on their ability when they do certain processes of learning from some educational experiences which are not previously possessed and marked with behavioral development and changes in oneself.

Achievement is the result achieved by the learner in the learning process as indicated by the score on the test or the number of outcome assessments the teacher has given at any given time. Student learning outcomes focused primarily on cognitive scores or numbers achieved by learners in the learning process. This aspect is often assessed by teachers to know that knowledge acquisition is used as a measure of student learning outcomes.

English performance is the knowledge a student acquires in learning English after going through a teaching and learning process over a period of time. Widdowson said that "the learners are expected to be able to be able to listen,

¹⁵Henny Yulia, "Correlation Between Parental Socioeconomic Status and Students' English Achievement." *Edukasi: Jurnal Pendidikan dan Pengajaran* 4, no. 2 (2007), p 74

¹⁶Afdhal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar)" (Makassar Muhammadiyah University, 2019), https://digilibadmin.unismuh.ac.id/upload/11002-Full_Text.pdf, p.20

speak, read and write in that language."¹⁷Success in English can be divided into two parts of language function: oral and written communication. Listening and speaking are the oral language, and reading and writing are the written language..

c. Achievement Function

Achievement is what learners achieve when they perform tasks or specific activities to improve and acquire cognitive, psychomotor, and attitudinal knowledge and skills. Educational goals are also shown by student achievement using measures of knowledge acquired in education, usually indicated by test scores, grades, averages, and degrees. Students' English achievement is therefore used to measure their teaching and learning success. A student's English achievement refers to the score that the student receives as indicated by the marks or marks made by the teacher after going through the teaching and learning process within the prescribed time. According to Arifin, academic achievement has several functions there are:

- 1) *As an indicator of the quality and quantity of knowledge students have mastered*
- 2) *As a symbol of satisfying the desire to know*
- 3) *As the material information in educational motivation*
- 4) *As internal and external indicators of an educational institution and can be used as an indicator of absorptive protege.*¹⁸

Academic achievement allows teachers to assess whether a student is proficient in the subject. If students show good learning performance, it means that the learning process was successful. This means that the learning process

¹⁷Agus Rahardjo and Supratmi Pertiwi, "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation," *JELITA: Journal of English Language Teaching and Literature* 1, no. 2 (2020), p.64

¹⁸Afdal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar." (Makassar Muhammadiyah University, 2019), p 23

was not successful. Academic achievement serves not only as a parameter for measuring the level of students and the success of a particular program but also as an indicator of the quality of an educational institution.

d. Factor that influence students learning achievement

Some factors affect a student's English achievement. It begins with students' motivations, gender, learning attitudes, location, connections, and family background. The same applies to the school in terms of its infrastructure, location, size of school, atmosphere, number, and composition of students, but also terms of the level of professional training, attitudes towards teaching, motivation, and cooperation of its teachers. "These all clearly show that certain parameters of educational achievement can be influenced by educational policy."¹⁹

As for the factors that affect student achievement by Suharsimi "consist of: age, maturity, health, fatigue, mood, motivation, interests, study habits, family, school, society, nature, physical environment."²⁰ According to Syah the factors that affect student achievement are:

*The soundness sense of hearing, eyesight, fatigue, intelligence, attitude of students, gifted students, students' interest, motivation of students, teachers, administrative staff, classmates, building school and its location, student residence and the location, learning tools, state of weather, used students' learning time, strategies and methods of student learning.*²¹

¹⁹János Gábor Fintor, "Factors Determining Student Achievement," *Hungarian Educational Research Journal* 3, no. 3 (2013), p 59

²⁰Afdal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar." (Makassar Muhammadiyah University, 2019), p 23

²¹Afdal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar." (Makassar Muhammadiyah University, 2019), p 23

While, Walgito said that the factors that affect students' achievement include: "physical health, fatigue, motivation, interest, concentration, natural curiosity, self confidence, self discipline, intelligence, memory, place, learning equipment, atmosphere, time learning and social."²² Studies of this kind are carried out intensively in the field of language. Yucel said "that the reason for this is that studies have established that student achievement in the field of language is low."²³

According to Abu Ahmadi, "achievement gained by a student is outcomes from various affected factors which come from within (internal) or outside himself (external)."²⁴ They cover each other. If one of them disappeared or is lost, an imbalance will arise. For example that explained by Dalyono, "if the students feel hurt, broken hearted, disappointed or being in conflict with their parents, they will feel that their spirit is in decrease."²⁵

Many factors can affect a student's performance. These can be divided into two parts of her. These are external factors and internal factors. External factors are those that come from outside and those that come from within are known as internal factors. This means that someone doing an activity has something that can affect their work. Many factors are involved in successful learning and parents should be aware of what these factors are. So they understand the cause

²²Afdal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar." (Makassar Muhammadiyah University, 2019), p 23

²³Nurdin Syarif, "A Study on Students' English Achievement At Multi Prima College (Mpc) Makassar" (Alauddin State Islamic University Makassar, 2010) p 8

²⁴Nurdin Syarif, "A Study on Students' English Achievement At Multi Prima College (Mpc) Makassar" (Alauddin State Islamic University Makassar, 2010) p 9

²⁵Nurdin Syarif, "A Study on Students' English Achievement At Multi Prima College (Mpc) Makassar" (Alauddin State Islamic University Makassar, 2010) p 9

and support things for their children. In more detail these factors can be described as follows:

1) Internal Factor

Internal factor is a factor that comes from inside the student's self. It is divided into four (4) parts such as intelligence, interest, physical and psychological condition, and motivation. The explanation is further as follows:

a) Intelligence factor

Intelligence has been described as a comprehensive ability and adaptation to meet the demands of environmental influences, including creativity, decision-making, the ability to learn emotional knowledge, problem-solving, and expression. Some researchers define intelligence as a general ability that includes specific skills and talents. Psychologists argue that intelligence is greatly influenced by the environment, while others argue that it is hereditary or hereditary. Charles Spearman, an English psychologist said that "general intelligence, also known as factor, refers to a general mental ability that, according to Spearman, underlies multiple specific skills, including verbal, spatial, numerical, and mechanical."²⁶ He established the two-factor theory of intelligence in 1904 using a technique known as factor analysis. Spearman's study found that those who performed well in one domain of his subject's intelligence test (such as math) also performed well in other domains.

²⁶Charlotte Ruhl, "Intelligence: Definition, Theories and Testing," *SimplyPsychology*, last modified 2020, accessed November 14, 2010, <https://www.simplypsychology.org/intelligence.html>.

b) Students' interest

Interest arises as a result of the experience, participant, practice at the time of study or work. According to Tidjan is a "psychological phenomenon that shows focusing on an object because there is a sense of excitement."²⁷ This definition states that interest is a response to an object because interest is focused on a particular object or situation preceded by a feeling of love for the object. In other words, interest can be the reason for the event and the reason for participating in the activity. There are three factors that can affect a student's interest in learning activities affect the learning process such as interest, motivation, and needs.

c) Physical and psychological condition

Mental health is more than nothingness of mental illness. "Mental health is a state of wellbeing where people can meet their learning potential, cope with normal stresses, and are connected to community and their friends."²⁸ Most people experience mental health issues from an early age. Half of all mental disorders occur when most people are educated. This is the same time when people are 14 and his 3/4 at 25. As well as increasing a person's opportunities and choices in life, promoting mental health will give more advantages leading to students' achievement and wellbeing as a core role in education helps students to "flourish in their education journey, build resilience against

²⁷Nur Saroh, "The Students' Interest in Learning English at The Tenth Grade of Senior High School 7 Jambi City," *Repository UIN Sulthan Thaha Saifuddin* (The State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), http://repository.uinjambi.ac.id/1402/1/NUR_SAROH-TE151602 - Dinni Computer.pdf, p.7

²⁸Victoria State Government, "Promoting Mental Health and Wellbeing in Your School," last modified 2021, accessed November 15, 2010, <https://www.education.vic.gov.au/school/teachershealth/mentalhealth/Pages/promoting-mental-health.aspx> ,p.8

adversity, develop protective factors from mental illhealth, and provide them with skills and confidence to self-see help for early intervention."²⁹

d) Motivation

Motivation usually appears comes from the inside when someone has a huge desire to achieve something. Harmer said that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something."³⁰ While, Lai define "motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior."³¹

2) Eksternal Factor

External factors are factors that come from outside the student and affect student achievement. External factors that can affect a student's achievement include two points, family background and school system.

a) Familial background

Individualized education is a process that takes place at school and at home. The family plays the most effective role in a person's education outside of school. This means that school and home work together as two institutions, with the same goals regarding individual education.

²⁹Victoria State Government, "Promoting Mental Health and Wellbeing in Your School," last modified 2021, accessed November 15, 2010, <https://www.education.vic.gov.au/school/teachershealth/mentalhealth/Pages/promoting-mental-health.aspx>, p.5

³⁰ Nur Ikhsan, "The Correlation between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi" (The State Islamic University Studies Sulthan Thaha Saifuddin Jambi, 2018), p 11

³¹ Nur Ikhsan, "The Correlation between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi" (The State Islamic University Studies Sulthan Thaha Saifuddin Jambi, 2018), p 11

Beydoğan states that although the education offered at schools are deemed as the main reason for students' school success; it is a fact that the responsibility for the education of the individuals is distributed over a wider frame (School-Family-Society).³²

Family contributions have a positive impact on student's achievement and attitudes toward school. In such cases, parents are not only the student's first teacher but also the teacher's partner, so parental involvement in the student's educational process, means that the educational process becomes more productive.

b) Schooling system

There are several factors affecting school achievement location, atmosphere, number and composition of students, and also regarding the level of teachers like attitudes to teaching, professional training, motivations, cooperation. These indicate that the measurement of educational outcomes can be influenced by educational policy.

The key factors affecting school quality in the learning and teaching environment can be addressed in two ways. First one is teaching technology such as teaching and learning practices (Interaction between teachers and students; materials and resources used in the classroom; the nature of learning tasks done by students, academic standards and assessment practices (curriculum content and graduation requirements; methods for assessing student progress (e.g., tests, homework), class size and teaching loads. For the second is School environment such as partnerships (Parental and Community

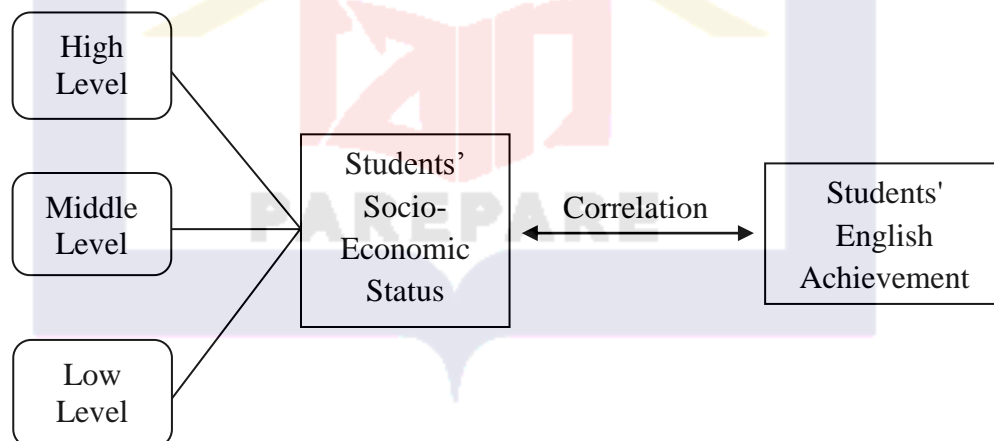
³²MenekşeEskici, "Turkish Background Families Live In Germany and Education: In Term of Families, Students, Teachers," *Educational Research and Reviews* 14, no. 6 (2019), p 207

Involvement), peer effects, internal organisation of schools, leadership, academic norms, safety, and quality of facilities.

McKinsey report clearly concludes that "the educational system is only as good as the teachers constituting it are, successful learning cannot be imagined without quality teaching, for an excellent performance the success of every child is a prerequisite."³³We therefore conclude that among the factors that can be influenced by educational policies in student development and school performance, teacher quality and fairness provision are the most important factors.

C. Conceptual Framework

The conceptual framework underlying this research was given in the following diagram:



³³ János Gábor Fintor, "Factors Determining Student Achievement," *Hungarian Educational Research Journal* 3, no. 3 (2013), p 59

Based on the conceptual framework, the researchers researched in SMK Negeri 1 Sidrap. This research focuses to find out the correlation between socio-economic status of the family and students' English achievement. The conceptual framework explains about socio-economic status of the family has its own consequences to students' English achievement. Where, there are three determining angles that need to be considered in this study. There are high level, middle level and low level of students' socio-economic status. While, in learning English, student achievement will use to measure the success of teaching learning. Students' English achievement refers to the scores that students obtain in learning English after they have followed teaching learning process in particular of time.

D. Hypothesis

1. Alternative Hypothesis (Ha)

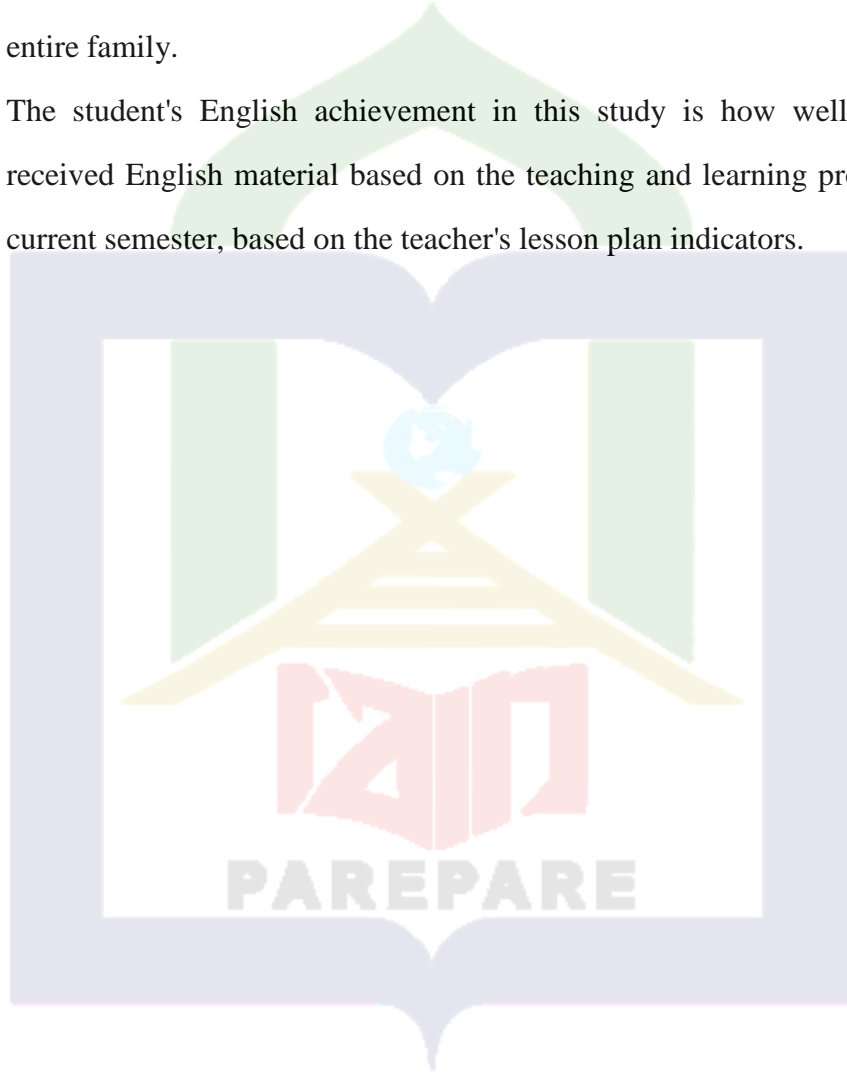
There is a significant correlation between socio-economic status and students' English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap.

2. Null Hypothesis (Ho)

There is no significant correlation between socio-economic status and students' English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap.

E. Operational Definition

1. Socio-economic status in this study is the socio-economic status of the parents in society, measured by the final educational attainment of the parents, the occupation of the student's parents, and the income of the parents and the entire family.
2. The student's English achievement in this study is how well the student received English material based on the teaching and learning process for the current semester, based on the teacher's lesson plan indicators.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used correlation research. The correlation research is a way to find out the answer of the correlation between students' socio-economic status and English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap.

B. Variable of The Research

There were two variables in this research, independent variable (X) and dependent variable (Y). Socio-economic status is as independent variable (X) and English achievement is as dependent variable (Y).

C. Location and Duration of the Research

The research was conducted this research in UPT SMK Negeri 1 Sidrap. It is located at A. Pangeran Pettarani No. 25, Rijang Pitu, Maritengngae, Sidenreng Rappang Regency, South Sulawesi. The researcher was required time for 10 days. It was conducted on August 2022.

D. Population and Sample

1. Population

The population of this research was the eleventh grade of UPT SMK Negeri 1 Sidrap. UPT SMK Negeri 1 Sidrap has eleventh classes consisting of three Akuntansi dan Lembaga Keuangan classes, three Otomatis dan Tata Kelola Perkantoran classes, two Bisnis Daring dan Pemasaran classes, two Teknik

Komputer dan Jaringan classes, and one Multimedia class in the eleventh grade. This is the table of the number of the eleventh grade of UPT SMK Negeri 1 Sidrap.

Table 3. 1. Population of The Research

NO	CLASS	STUDENTS		TOTAL	TOTAL
		MALE	FEMALE		
1	TKJ 1	15	13	20	59
2	TKJ 2	16	15	31	
3	Multimedia	15	14	29	29
4	BDP 1	15	12	27	51
5	BDP 2	13	11	24	
6	OTKP 1	6	19	25	75
7	OTKP 2	5	21	26	
8	OTKP 3	4	20	24	
9	AKL 1	5	26	31	100
10	AKL 2	5	31	36	
11	AKL 3	4	29	33	
TOTAL		103	211	314	314

Source : Administration of UPT SMK Negeri 1 Sidrap

Explanation:

- a. TKJ : Teknik Komputer dan Jaringan
- b. BDP : Bisnis Daring dan Pemasaran
- c. OTKP : Otomatis dan Tata Kelola Perkantoran
- d. AKL : Akuntansi dan Lembaga Keuangan

2. Sample

The researcher used purposive sampling technique. The researcher took two of among the classes. The subject of the research was the eleventh grade students of the Akuntansi dan Lembaga Keuangan (ALK 1) and Akuntansi dan Lembaga Keuangan (ALK 2) in SMK Negeri 1 Sidrap. There are 31 students in AKL 1 and 36 students in AKL 2. The samples were 67. The researcher took ALK 1 and

ALK 2 classes because the classes have the same material, same teacher and same number of meetings that make the researcher easier to get the data about students' English achievement. The researcher took the eleventh grade because the researcher believed that the tenth graders were still not familiar with English. Meanwhile, the twelfth grade are preparing to their Praktek Kerja Lapangan (PKL).

E. Instrument of the Research

The researcher used two type of technique of collecting data the researcher that is:

1. Questionnaire

The questionnaire was based on theory about socio-economic status. There were education, occupational, and income. The questionnaire was multiple choice.

Table 3. 2. Indicators of Socio-Economic Status Questionnaire¹

No	Variables	Indicators	Number Items
1	Educational	a. Fathers' last education	1
		b. Mothers' last education	2
		c. Fathers' non-formal education	3
		d. Mothers' non-formal education	4
2	Occupational	a. Fathers' occupation	5
		b. Mothers' occupation	6
3	Income	a. Fathers' income	7
		b. Mothers' income	8
		c. Family income	9
Total			9

¹ Miftahul Jannah, *Jannah" Parental Involvement in Learning English Based on Socioeconomic Status: A Survey of Students' Perceptions at MTSS Pondok Pesantren Adlaniyah Pasaman Barat"*(State Islamic University of Sultan Syarif KasimRiau, 2021), p 36

Table 3.3. The Score of the Parents' Education²

Level of Education	Score
Elementary School	6
Junior High School	9
Senior High School	12
College	16

Table3.4. The Score of the Parents' Background of Socio-Economic Status³

Alternative Options	Score
A	5
B	4
C	3
D	2
E	1

2. Test

In this research, the type of test was multiple choice. The test used to assess the students' ability in English. There was 20 questions which contain of the material that students have been learning in the current of semester. The result of this test was analyzed by the researcher as the data of her research. From those results of the test, the researcher knew the students' English achievement.

² Lukman Syaifuddin, *Jannah" The Correlation between Socio-Economic Status and Motivation in Learning English among Students at SMA IT Az-Zura Pekanbaru"*(State Islamic University of Sultan Syarif Kasim Riau, 2020), p 30

³ Lukman Syaifuddin, *Jannah" The Correlation between Socio-Economic Status and Motivation in Learning English among Students at SMA IT Az-Zura Pekanbaru"*(State Islamic University of Sultan Syarif Kasim Riau, 2020), p 30

Table 3.5. Indicators of Students' English Achievement

No	Indicators	Questions	Total
1	Offer	1, 2, 3, 4, 5	5
2	Suggestion	6, 7, 8, 9, 10	5
3	Opinion and Thought	11 to 20	10
Total			20

F. Research Procedure

Data collecting in this research have very important role. Stated that data collection is all of process to collect the data in the research. The writer was used some steps in order to obtain the data as follows:

1. The researcher choose the place of the study.
2. The researcher ask permission to carry out the study.
3. The researcher give the students a questionnaire to find out the socio-economic status of students and then give them test to know students' English achievement.
4. The researcher ask the students to answer in certain time.
5. The researcher check the students' answers and score the answers.
6. Then the researcher analyses the data.
7. The researcher interpret the analysis result.

G. Technique of Data Analysis

In analyzing the data, the researcher was applied quantitative analysis. In analysing the data of socio-economic status, the researcher was used statistical product and servicesolution (SPSS) program version 26. Indicated the scale to classify the level of questionnaire as follows:

Table 3.6. Category Level of Socio-Economic Status⁴

Low	$<M-SD$
Middle	$M-SD < X \leq M+SD$
High	$>M+SD$

Classifying the students' score which falls into seven classification:

Table 3.7. Category Level of Students' English Achievement⁵

Score	Category
96-100	Excellent
86 - 95	Very Good
76 - 85	Good
66 - 75	Fairly Good
56 - 65	Fair
36 - 55	Poor
00 - 35	Very Poor

⁴ Miftahul Jannah, *Jannah" Parental Involvement in Learning English Based on Socioeconomic Status: A Survey of Students' Perceptions at MTSS Pondok Pesantren Adlaniyah Pasaman Barat"*(State Islamic University of Sultan Syarif Kasim Riau, 2021), p 37

⁵Ria Hajriah, *"A Study of The Correlation between Achievement Motivation, Self-Concept, Socioeconomic Status and English Learning Achievement of The Second Year Students of SMP Negeri 3 Bulukumba"* (State University of Makassar, 2015), p 61

To find out the correlation between two variable parental socio-economic status (X) and students English achievement (Y), the researcher was analyzed the data by using Pearson Product Moment Correlation. The statistical analysis was done by using statistical product and servicesolution (SPSS) program version 26. The product moment correlation coefficient was obtained by considering the degree of freedom ($df = N - nr$, ($N =$ number of sample, $nr =$ number of variable) Statistically, the hypotheses are:

H_0 is accepted if $Sig. < \alpha$ (0.05) or there is a significant correlation between students' socio-economic status and their achievement.

H_0 is accepted if $sig. \geq \alpha$ (0.05) or there is no significant correlation between students' socio-economic status and their achievement.

To find out how far the contribution and the significant of the parental socio-economic status variable (X) could influence students' English achievement variable (Y). The researcher was analyzed the data by using Pearson Product Moment Correlation. The statistical analysis was done by using statistical product and servicesolution (SPSS) program version 26.

In this case, coefficient correlation was consulting with the table of coefficient correlation interpretation of r value.

Table 3.8 Coefficient interpretation value

Scale Intrepretation	Index Of Correlation
0.70 to 1.0	Very strong positive relationship
0.40 to 0.69	Strong positive relationship
0.30 to 0.39	Moderate positive relationship
0.20 to 0.29	Weak positive relationship
0.01 to 0.19	Negligible positive relationship
0	Negligible relationship
-0.01 to -.19	Negligible negative relationship
-0.20 to -0 .29	Weak negative relationship
-0.30 to -0.39	Moderate negative relationship
-0.40 to -0.69	Strong negative relationship
-0.70 to -1.0	Very strong negative relationship

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, there are the findings and the discussion of the research. The first is findings that describe the parental socio-economic status and the student's English achievement and the correlation between socio-economic status and students' English achievement. The second part is the discussion of the findings.

A. Findings

The finding reported in this section was based on the analysis of the data collected. The finding was organized into one kind by referring to the research question formulated in the previous chapter, they are :

1. What are the parental socio-economic status at the eleventh grade of UPT SMK Negeri 1 Sidrap?
2. What are the students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrap?
3. Is there any significant correlation of parental socio-economic status and students' English achievement among the eleventh grade students of UPT SMK Negeri 1 Sidrap?

Three questions above were formulated to find out the correlation between socio-economic status and students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrap. A further interpretation of the findings is given below:

a. Parental Socio-Economic Status

This subsection deals with the analysis of the students' Socio-Economic Status at the eleventh grade of UPT SMK Negeri 1 Sidrap is presented

in the table below. The data is analyzed by using statistical product and servicesolution (SPSS) program version 26.

Table 4.1 The distribution frequency and percentage of socio-economic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	16	23,9	23,9	23,9
	Middle	46	68,7	68,7	92,5
	High	5	7,5	7,5	100,0
	Total	67	100,0	100,0	

Table above explains frequency of socio-economic status of the students that of the 67 students. There are 16 (22,5%) student gain low category of socio-economic status. There are 46 (68,7%) students gain middle socio-economic status category. There are 5 (7,5%) students gain high category of socio-economic status.

Table 4.2 Statistics of socio-economic status

Statistics		
N	Valid	67
	Missing	0
Mean		33,0597
Median		33,0000
Mode		40,00
Std. Deviation		8,24048
Minimum		16,00
Maximum		59,00

The tabel above shows that the students mean score in socio-economic status is 33.06 with standard deviation 8.24. The median is 33,00 and the mode is 40,00. The highest score is at 59,00 and the lowest score is 16,00.

b. Students' English Achievement

This subsection deals with the analysis of the students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrapis presented in the table below. The data is analyzed by using statistical product and servicesolution (SPSS) program version 26.

Table 4.3 The distribution frequency and percentage of students' English achievement

		Students' English Achievement			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	-	-	-	-
	Very Good	-	-	-	-
	Good	-	-	-	-
	Fairly Good	-	-	-	-
	Fair	-	-	-	-
	Poor	42	62,7	62,7	100,0
	Very Poor	25	37,3	37,3	37,3
	Total	67	100,0	100,0	

The description in the table above indicates that none of the students in UPT SMK Negeri 1 Sidrap got an excellent, very good, good, fairly good or even fair grade. From 67 students, the students who got a poor level is about 42 students (62.7 %) and 25 students (37.3%) with a very poor level.

Table 4.4 Statistics of students' English achievement

N	Valid	67
	Missing	0
Mean		36,7910
Median		40,0000
Mode		40,00
Std. Deviation		7,77045
Minimum		15,00
Maximum		50,00

The tabel shows that the students mean score in socio-economic status is 36.79 with standard deviation 7.77. The median is 40.00 and the mode is 40.00. The highest score is at 50.00 and the lowest score is 15.00.

c. The Correlation between Socio-Economic Status and Students' English Achievement

This subsection deals with the analysis of correlation with pearson method or product moment pearson.

1) Normality Test

In the table below, it is described the output of SPSS program version 26 on normality test to the variable socio-economic status and students' English achievement. This research used Kolmogorov-Smirnov method because the sampel more than 50.

Table 4.5 One -Sample Kolmogorov-Smirnov Result
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		67
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,11922332
Most Extreme Differences	Absolute	,083
	Positive	,048
	Negative	-,083
Test Statistic		,083
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

Based on the output of the normality test above, it can be interpreted that correlation between two studied variables is normal, because normality coefficient 0.200 is greater than 0.05 ($0.200 > 0.05$) of the significant level.

2) Linearity Test

In the table below, it is described the output of SPSS program version 26 on linearity test to the variable socio-economic status and students' English achievement.

Table 4.6 Linearity Result

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Students' English Achievement * Socio-Economic Status	Between	(Combined)	1773,408	27	65,682	1,158	,332
	Groups	Linearity	2,841	1	2,841	,050	,824
		Deviation from Linearity	1770,567	26	68,099	1,201	,297
		Within Groups	2211,667	39	56,709		
		Total	3985,075	66			

Based on the output of the Anova table above, value sig. Deviation from linearity of $0.297 > 0.05$, it can be interpreted that there is a linear relationship between the variables.

3) Correlation Test

Output of correlation analysis of Pearson Product Moment to the variable X (Socio-Economic Status) and Y (Students' English Achievement) are shown in the following table below:

Table 4.7 The Correlation between Socio-Economic Status and Students' English Achievement

		Socio-Economic Status	Students' English Achievement
Socio-Economic Status	Pearson Correlation	1	-,161
	Sig. (2-tailed)		,193
	N	67	67
Students' English Achievement	Pearson Correlation	-,161	1
	Sig. (2-tailed)	,193	
	N	67	67

The correlation value (r) from -1 until 1, the value of getting closer to 1 or -1 means the relationship between two variables the strong rather close to 0 means the relationship between two variables is getting weak. Positive values indicated a direct relationship and negative values indicated inverse relationship. If significance value (2-tailed) < 0.05 , it means that there is a significant correlation between independent and dependent variable. and if significance value (2-tailed) > 0.05 , it means that there is no significant correlation between independent and dependent variable

Based on the output above it can be conclude that first, based on the significance of 0.193 bigger than 0.05 ($0.193 > 0.05$) it means that there is no significant correlation between independent and dependent variable. Second based on the Pearson correlation coefficient of -.16. It means the relationship between two variables is negligible negative relationship level. This is an indication that both variables move in the opposite direction or if one variable increases, the other variable decreases with the same magnitude (and vice versa).

B. Discussion

Researchers obtain results based on the analysis of this study. The data obtained by the researchers through this research can be analyzed and discussed in detail, depending on the formulation of the problem and the research goals that the researchers should achieve. This section discusses the results with an analysis of the data obtained and a presentation of the findings. The data for this study are the results of questionnaires and student tests.

The questionnaire used based on the theory about socio-economic status. There are identified three factors such as educational, occupational and income. The statistics of socio-economic status presented previously show that in the majority of the students were in at middle socio-economic status category with 47 (66,2%) students gaining middle socio-economic status category, followed by 16 (22,5%) students gaining low category of socio-economic status and only 4 (5,6%) students gain high category of socio-economic status.

After analyzing the students' scores, the researcher found that from 20 questions based on material about the offer (number 1 to 5), suggestions (number 6 to 10), and opinion and thought (number 11 to 20). The data show that the students' English achievement is in poor category with 42 (62.7 %) students from 67 students and 25 students (37.3%) with a very poor level.

Based on the output of the result of the correlation between Socio-Economic Status and students' English Achievement by using statistical product and service solution (SPSS) program version 26. It can be conclude that based on the significance of 0.193 bigger than 0.05 ($0.193 > 0.05$). It means that there is no significant correlation between independent and dependent variables. Second

based on the Pearson correlation coefficient of $-.16$. It means the relationship between two variables is negligible negative relationship level.

This negative relationship can be seen in student 29 and student 48. The data shows that student 29 from the highest socio-economic status with 59 point got the lowest scores on the English test with 20 point. While student 48 had the highest English test scores with 50 point coming from low level of socio-economic status with 21 point. This relationship also occurred with student 20, student 22, student 23, student 40, student 49, and student 63. They were from low level of socio-economic status and got 40 points on their English test while student 22 had 50 points on her English test.

This is an indication that both variables move in the opposite direction or if one variable increases, the other variable decrease, and vice versa. Where student who got the lowest scores on English test came from the high socio-economic status and students from low level of socio-economic status actually got the highest score on their test even though in the poor category.

This result of this research correlates with research came from Miftahhul Jannah's research entitled Parental Involvement in Learning English based on Socio-Economic Status: A Survey of Students' Perceptions at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat. This research aims to find out how is parental involvement and how is parental socio-economic status reflected in parental involvement in Learning English at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat from Students' Perceptions. The design of this research was a survey as part of quantitative research. The population of this research was the seventh and eighth grade students of M.TsS Pondok Pesantren Adlaniyah Pasaman Barat. The

researcher used proportional sampling. The sampling was 100 students. The data were obtained from questionnaires. The data were analyzed by using descriptive statistics and inferential statistics in SPSS 16.0. The result indicated that parental involvement was categorized into average level and majority of parents' socio-economic status was middle level. This research also showed that there was no significant effect of parents' socio-economic status in parental involvement in learning English at M.TsS Pondok Pesantren Adlaniyah Pasaman Barat.

The next research came from Zulfa Hadiyah M. in the title is Pengaruh Status Sosial Ekonomi Orang Tua dan Motivasi Belajar terhadap Prestasi Siswa MAN 2 Barru. This study investigate the effect of parental socio-economic status and students' motivation on students' achievement. It was conducted in MAN 2 Barru. The significance of this study using quantitative analysis with data collection techniques through observation, questionnaires and documentation. The population in this research is twelfth grade of MAN 2 Barru and the sample is the XII IPA 2 class. The data of that research show that there is no correlation between parental socio-economic status and students' achievement with a significant number of $0.308 > 0.05$ then H_0 is accepted. The data also show that there is correlation between students' motivation and students' English achievement.

From several previous studies with current research, there are similarities and differences. The similarities between previous studies and this research show the same result said there is no correlation between the two variables. The first difference between previous studies and this research came from methodology. The first study used descriptive statistics and inferential statistics, while this research used correlation research. The second research analyzed the effect of

socio-economic status, students' motivation, and students' achievement. This research only analyzed the correlation between socio-economic status and students' achievement in the English subject by using tests about what they have been learning in the current semester. Thus, it concluded that even though the research has the same result, it has different methodologies to find the result.

According to Muh Isra Muliawan, Socio-economic status plays no real role in improving student achievement. Parents with higher socio-economic status cannot guarantee that they can guide their children to work harder and achieve more. They can only provide facilities to support their children's education. However, most parents of high socio-economic status are too busy with work to pay more attention to their children. On the other hand, parents who have low or middle socio-economic status will have difficulty providing their children with learning support facilities, but they can guide their children to study more diligently and achieve. They also have motivation and determination that is strong enough to achieve better academic achievements that can change the condition of the family's socio-economic status in the future, even though they have economic problems.

In addition, socio-economic status is not an absolute benchmark in encouraging students' learning achievement because socio-economic status is just one factor that influences student achievement. There are other factors that improve student achievements, such as internal factors that arise from within the individual himself and external factors that arise from outside the individual or from environmental influences.

In line with that, Resty Lestarini said the social-economic factors of the family did not become factors that are too influential in the learning process. Parents from lower and middle socio-economic status can still excel with guidance or a simple lifestyle and do not pamper them with wealth but with lots of attention, hard work, and love. So, that can provide the best motivation for students to get and continue their education to have a better life. While, Parents with high socio-economic levels do not have time to pay attention to their student's achievements.

Furthermore, learning achievement achieved by students is essentially the result of interactions between various factors. Therefore, teachers need to pay attention to factors that can influence student achievement to help students achieve good learning achievement according to their ability.

From the description above, it can be concluded that the socio-economic status does not affect students' achievement in English. It means parents' socio-economic status factors do not contribute to students' English achievement at eleventh grade in UPT SMK Negeri 1 Sidrap. The results of this study do not follow with theories or several previously studied about the correlation between socio-economic status and students' English achievement that the researcher has put in this research.

To begin with, research came from Henny Yulia from the University of Baturaja in 2017. The title of her research is Correlation Between Parental Socio-economic Status and Students' English Achievement. The main purpose of this survey was to examine whether there were concerns about parental socio-economic status and the dominant indicators of students' English achievement among the eleventh-grade students of SMA N 1 OKU. The result indicated that

students who had a good score mostly came from good socio-economic levels with a coefficient was 0,550. It means that null hypothesis. Therefore, the study concluded that the dominant indicator influencing parental socio-economic status is parental income.

While in Nikmatul Fitriah's research entitled *The Effect of Parental Socio-Economy on Students' English Achievement*. Researchers want to know how socio-economic factors in parents can affect students' English achievement in online learning during this pandemic. It was conducted in selected first grade of MA Bilingual Batu with using ex-post facto research. The data was analysed using IBM SPSS version 20 with using independent sample t-test. This data demonstrated there is an influence of parental socio-economic status on students' English achievement in online learning during the Covid-19 pandemic. Students with parents of higher socio-economic status scored higher than students with parents of lower socio-economic status. This happens because they are more motivated, supported, and better equipped than people of lower socio-economic status.

The last research came from Walid Salameh and A. A. Sathakathulla with the title *The impact of Social- Economic Factors on Students' English Achievement in EFL Classrooms in Dubai*. The purpose of this study was to examine the impact of socioeconomic factors on the English achievement of students in EFL classes of public secondary schools in Dubai by exploiting a mixed methods research. The Population in the study was from sixth secondary schools in Dubai with a total of 1200 students from male and female secondary schools. The study involved 210 male students and 174 female students who were

randomly selected. The significance of this study using correlation analysis with its effects will be recorded accordingly for future analysis. This study proved that such factors influence students' English performance.

Several previous studies above show that even though they used different methodologies, locations, and times the conclusion of the result is the same saying A parent's socio-economic status influences a student's English achievement. This means that students of higher socio-economic status performed better than those of lower socio-economic status.

It relates to a theory that came from Onocha, Students from high socio-economic status and highly educated families tend to perform better than those from uneducated families. A possible explanation for this observation is the fact that students of high social and economic status can afford to take private English classes, use English regularly at work, and thus have parents who are fluent in English. Parental support at school and intellectual stimulation at home are determinants related to student academic achievement. This is because many parents have higher claims and aspirations for their children, and by encouraging good homework habits in their children, they consistently see what is going on at school.

In addition, Suleman shows that children of high socio-economic status perform well in school, while children of low socio-economic status perform poorly and unsatisfactorily. This may occur because most people with higher socio-economic status are more competitive and want their children to have jobs that are as good as their parents. Low people don't care much about their academic performance because they feel that what they have is good enough. Heinemann

explains that years of research have shown that students whose parents have lower socio-economic status do worse in school. This indicates that parental background has a significant impact on student achievement.

Furthermore, there is a positive relationship between family socio-economic status and school achievement among students. For Ariani and Ghafournia, socio-economic factors influence student academic achievement. Cedeño, Martínez-Arias, and Bueno also found a consistently positive relationship between fathers' income and child outcomes. In this case, the higher the parent's educational level, occupation, and income, the higher the student's achievement.

Despite this, the result of the explanation above shows a different result with this result, saying there is no significant correlation between socio-economic status and students' English achievement in eleventh grade in UPT SMK Negeri 1 Sidrap with a negative relationship between the two variables. Several students actually show different cases that show a positive relationship.

This positive relationship can be seen in student 25 and student 42. The data shows that student 25 from the high socio-economic status with 47 points got 40 points on the English test. While student 42 had the 45 point of English test scores coming from high level of socio-economic status with 48 point. This explanation explains that students from high socio-economic status got a high category on their English tests even though, still at poor level.

This relationship also occurred with student 9, student 31, students 62, student 67. They were from low level of socio-economic status and got 25 points on their English test while student 67 had 20 points on The English test. It explains

that students from low socio-economic status correlate with their tests in English at very poor level.

Although data show several students were in a positive relationship, it can change the result by saying there is no correlation between socio-economic status and students' English achievement in eleventh grade in UPT SMK Negeri 1 Sidrap. It is because, from 67 students, only a fraction of the data show a positive relationship, while other data show a negative relationship. It also can be proven by the results of the value of SPSS version 26, based on the significance of 0.193 bigger than 0.05 ($0.193 > 0.05$). It means that there is no significant correlation between the independent and dependent variables. Second, based on the Pearson correlation coefficient of -0.16 . It shows the relationship between the two variables is negligible negative relationship level.

As a conclusion in this discussion, researcher found that there is no correlation between socio-economic status and students' English achievement in eleventh grade in UPT SMK Negeri 1 Sidrap. It shows that the increase and decrease in students' English achievement are not correlated with parents' socio-economic status.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The majority of students' socio-economic status at the eleventh grade of UPT SMK Negeri 1 Sidrap is categorized into "Middle" level.
2. The level of eleventh grade students' English achievement at UPT SMK Negeri 1 Sidrap is categorized as "Poor" where from 67 students, the students who got a poor level is about 42 students (62.7 %) with mean is in 36.79
3. Based on the research analysis, the researcher concludes that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It can be seen from the result of the significance is 0.193 bigger than 0.05 ($0.193 > 0.05$) and second based on the Pearson correlation coefficient is -161. It means that there is no a significant correlation between socio-economic status and students' English achievement at the eleventh grade of UPT SMK Negeri 1 Sidrap.

B. Suggestion

1. Because the level of students' English achievement is in Poor level. So it is always recommended to practice English to improve their learning ability.
2. Future researchers are expected to look more deeply at socio-economic status and learning achievement. Researchers suggested looking at this from the perspective of parents and teachers as well.

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APPENDIX. I LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Materi	: Teks Interaksi Transksional : Informasi terkait Saran dan Tawaran		

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi saran dan tawaran
- Mengidentifikasi perbedaan cara peungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya.

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-1	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Ungkapan-ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	<p>KEGIATAN INTI</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Ungkapan-Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p>CRITIKAL THINKING (BERFIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi Ungkapan-Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p>COLLABORATION (KERJASAMA)</p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi mengenai Ungkapan-Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p>COMMUNICATION (BERKOMUNIKASI)</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh keellompok atau individu yang mepresentasikannya <p>CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Ungkapan-Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta pengasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Materi	: Teks Interaksi Transksional : Informasi terkait Saran dan Tawaran		

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan meemberi dann meminta informasi saran dan tawaran
- Mengidentifikasi peerbedaan cara peengngkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meeminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya.

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-2	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembellajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. Mengaitkan materi/tema/kegiatan pemelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi <i>Cara Pengungkapan dari Masing-Masing Konteks Penggunaan Teks Interaksi Transaksional</i> 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	KEGIATAN INTI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait <i>Cara Penguungkapan dari Masing-Masing Penggunaan Teks Interaksi Transaksional</i>
	CRITIKAL THINKING (BERFIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi <i>Cara Penguungkapan dari Masing-Masing Penggunaan Teks Interaksi Transaksional</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi megenai <i>Cara Penguungkapan dari Masing-Masing Penggunaan Teks Interaksi Transaksional</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakkan kemudian ditanggapi kembali oleh keellompok atau individu yang mepresentasikannya
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Cara Penguungkapan dari Masing-Masing Penggunaan Teks Interaksi Transaksional</i>. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point peenting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuai** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta ppengasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester : XI/ 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu : 90 menit
Materi	: Teks Interaksi Transksional : Informasi terkait Saran dan Tawaran	

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya.

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-3	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Struktur Teks Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	<p style="background-color: #d9ead3; text-align: center; margin: 0;">KEGIATAN INTI</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait Struktur Teks Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p style="background-color: #d9ead3; text-align: center; margin: 0;">CRITIKAL THINKING (BERFIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi Struktur Teks Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p style="background-color: #d9ead3; text-align: center; margin: 0;">COLLABORATION (KERJASAMA)</p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi Struktur Teks Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran <p style="background-color: #d9ead3; text-align: center; margin: 0;">COMMUNICATION (BERKOMUNIKASI)</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh keellompok atau individu yang memrepresentasikannya <p style="background-color: #d9ead3; text-align: center; margin: 0;">CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Struktur Teks Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta pengasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Materi	: Teks Interaksi Transaksional : Informasi terkait Saran dan Tawaran		

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi saran dan tawaran
- Mengidentifikasi perbedaan cara mengungkapkan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya.

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-4	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Unsur Kebahasaan dari Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	KEGIATAN INTI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait Unsur
	CRITICAL THINKING (BERFIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi Unsur Kebahasaan dari Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi Unsur Kebahasaan dari Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh keellompok atau individu yang mepresentasikannya
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Unsur Kebahasaan dari Ungkapan Memberi dan Meminta Informasi terkait Saran dan Tawaran. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta ppgangan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Materi	: Teks Interaksi Transksional : Informasi terkait Pendapat dan pikiran		

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran
- Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran
- Memahami struktur teks dari pernyataan pendapat dan pikiran
- Memahami unsur kebahasaan dari pernyataan dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-1	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi <i>Situasi yang Memunculkan Pernyataan Pendapat dan Pikiran</i> 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	<p style="text-align: center;">KEGIATAN INTI</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Situasi yang Memunculkan Pernyataan Pendapat dan Pikiran</i>
	<p style="text-align: center;">CRITICAL THINKING (BERFIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi <i>Situasi yang Memunculkan Pernyataan Pendapat dan Pikiran</i>
	<p style="text-align: center;">COLLABORATION (KERJASAMA)</p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi mengenai <i>Situasi yang Memunculkan Pernyataan Pendapat dan Pikiran</i>
	<p style="text-align: center;">COMMUNICATION (BERKOMUNIKASI)</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh keellompok atau individu yang mempresentasikannya
	<p style="text-align: center;">CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Situasi yang Memunculkan Pernyataan Pendapat dan Pikiran</i>. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta ppgangan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT SMK NEGERI 1 SIDRAP	Kelas/Semester : XI/ 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu : 90 menit
Materi	: Teks Interaksi Transksional : Informasi terkait Pendapat dan pikiran	

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran
- Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran
- Memahami struktur teks dari pernyataan pendapat dan pikiran
- Memahami unsur kebahasaan dari pernyataan dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas

Media/Alat, Bahan dan Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar Penilaian
- ❖ Alat/Bahan : Spidol, papan tulis, laptop & infocus
- ❖ Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, tahun 2016, Internet

B. Kegiatan Pembelajaran

Pertemuan Ke-2	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi <i>Unsur Kebahasaan dari Pernyataan Pendapat dan Pikiran</i> 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (70 menit)	KEGIATAN INTI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Unsur Kebahasaan dari Pernyataan Pendapat dan Pikiran</i>
	CRITIKAL THINKING (BERFIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pernyataan faktual sampai ke pernyataan yang bersifat hipotetik. Pernyataan ini harus tetap berkaitan dengan materi <i>Unsur Kebahasaan dari Pernyataan Pendapat dan Pikiran</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam berbagai kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi mengenai <i>Unsur Kebahasaan dari Pernyataan Pendapat dan Pikiran</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh keellompok atau individu yang mepresentasikannya
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Unsur Kebahasaan dari Pernyataan Pendapat dan Pikiran</i>. Peserta didik kemudian diberi kesempatan untuk menyatakan kembali hal-hal yang belum dipahami
Penutup (10 menit)	
	<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta ppgasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyekk, penilaian produk dan penilaian portofolio

APPENDIX. II INSTRUMENT RESEARCH

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id
VALIDASI INSTRUMEN PENELITIAN SKRIPSI	

NAMA MAHASISWA : NURAFIATI DEWIA MUFTI
NIM : 17.1300.071
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE CORRELATION BETWEEN SOCIO-ECONOMIC STATUS AND STUDENTS' ENGLISH ACHIEVEMENT

QUESTIONNAIRE OF SOCIO-ECONOMIC STATUS

I. Introduction

With this we provide a list of questions (questionnaire) to students, please be able to help us provide data in relation to the socio-economic status of your parents, for the purpose of our research. The result of this questionnaire are solely needed in terms of research as one of the requirements for completing studies. Therefore, we expect the willingness of all students to give honest answer as they are. Finally, for the help and cooperation of students, we don't forget to thank you.

II. Student Identitty

Name :
Class :
Address :
Gender :

III. Charging Instruments

1. Put an (X) on one of the answer choices that you think is most appropriate.
2. All answer you give are considered correct and confidentiality is guaranteed.
3. Thank you for the answer you gave.

IV. Questions

1. What was your father's last education?
 - a. College
 - b. Senior High School / Equivalent
 - c. Junior High School / Equivalent
 - d. Elementri School / Equivalent
 - e. No School
2. What was your Mother's last education?
 - a. College
 - b. Senior High School / Equivalent
 - c. Junior High School / Equivalent
 - d. Elementri School / Equivalent
 - e. No School
3. What is your father's non-formal education?
 - a. Upgrading
 - b. Training
 - c. Internship
 - d. Skill Course
 - e. Nothing
4. What is your mother's non-formal education?
 - a. Upgrading
 - b. Training
 - c. Internship
 - d. Skill Course
 - e. Nothing

5. What is your father's occupation?
 - a. Professionals /Lecturers / Legal experts and the like
 - b. PNS / Administrative / Staff
 - c. Entrepreneur / Trade
 - d. Workers / Farmers / Fisherman
 - e. Does not work

6. What is your mother's occupation?
 - a. Professionals /Lecturers / Legal experts and the like
 - b. PNS / Administrative / Staff
 - c. Entrepreneur / Trade
 - d. Workers / Farmers / Fisherman
 - e. Does not work

7. What is your father's income (including basic salary and side business)?
 - a. More than IDR 3.600.000
 - b. IDR 2.600.000 - IDR 3.600.000
 - c. IDR 2.500.000
 - d. IDR 1.400.000 - 2.400.000
 - e. < IDR 1.400.000

8. What is your mother's income?
 - a. More than IDR 3.600.000
 - b. IDR 2.600.000 - IDR 3.600.000
 - c. IDR 2.500.000
 - d. IDR 1.400.000 - 2.400.000
 - e. < IDR 1.400.000

9. How much is monthly income in your family?
 - a. More than IDR 3.600.000
 - b. IDR 2.600.000 - IDR 3.600.000
 - c. IDR 2.500.000
 - d. IDR 1.400.000 - 2.400.000
 - e. < IDR 1.400.000

STUDENTS' ENGLISH ACHIEVEMNT

I. Student Identitty

Name :

Class :

II. Charging Instruments

1. Put an (X) on one of the answer choices that you think is correct.
2. Thank you for the answer you gave.

III. Questions

1. Mr. Bean : Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.

Miss Smith: Oh, Yes Please, that would be lovely

The underline expression expresses?

- a. Offering something
- b. Offering help
- c. Suggestion
- d. Giving Opinion

Customer : Good morning, Sir. Do you have science book about animal?

Shopkeeper : Of course. We have the book that you want. (2)..... to show the shelf?

Customer : (3) I am fine, Sir. I can find by myself. I have other books to find, too

Shopkeeper : (4)..... Take your time.

2. The suitable expression to complete the dialogue is.....

- a. I would like
- b. Can you
- c. Do not go
- d. Would you like me

3. The underline expression expresses?

- a. Giving opinion
- b. Accepting an offer
- c. Declining an offer
- d. Accepting Suggestion

4. What should the shopkeeper say?

- a. I am busy
- b. Sorry
- c. Thank you
- d. That's okey

5. You seem thinner these days. Shall I your favorite food?
- Cook
 - Cooking
 - Cooks
 - Cooked

Dewi : This is saturday night

Dewa : You should go to the town square for sight seeing

6. The underline expression expresses?

- Suggestion
- Advice
- Offering help
- Offering something

7. Below are sentence of asking suggestion, except....

- Can you tell me what should I do?
- Do you have any suggestion for me?
- What would you do?
- What should I do?

8. You should to past the test.

- Study hard
- Studying
- Studying har
- Studied hard

Dewa : I notice that you have been coughing. Are you okey?

Dewi : Actually, (9).....

Dewa : Maybe you should go home and have a lie down

Dewi : (10)..... I have to finish this report today.

9. The suitable expression to complete the dialogue is.....

- I feel sick. I keep coughing and my head is killing me
- I am fine, thank you
- I am sorry if my cough disturbs you
- I will get an aspirin for you

10. What should Dewi say?

- I am afraid, I can't.
- That sounds like a good idea
- Good idea! I am in
- Sorry, that's boring

11. Dewa : What's your opinion about that novel?

Dewi : I like it. It is an interesting story

From the dialogue we conclude that?

- a. Dewa is giving his opinio
- b. Dewa agrees with Theo's opinion
- c. Dewi is answering Theo's opinion
- d. Dewa is asking Dewi's opinion

Dewa : (12)..... our city is saved from the covid-19. So, we can go around.

Dewi : (13).....As far as I know our city is not saved. We must stay at home.

Dewa : Yes, you are right

12. The suitable expression to complete the dialogue is.....

- a. I think
- b. What do you think about
- c. Do you have opinion of
- d. Thank you so much

13. What should Dewi say?

- a. I don't think so.
- b. I am thinking of
- c. I agree with you
- d. I know it

Dewa : Do you have any (14) for our holiday, Dewi?

Dewi : Mmmmm, what about (15)..... to Gembira Loka Zoo?

Dewa : I think that's a good idea.

Dewi : I will tell Mom about this.

14. The suitable word to complete the dialogue above is.....

- a. Idea
- b. Dream
- c. Wish
- d. Hope

15. The suitable word to complete the dialogue above is.....

- a. Go
- b. Went
- c. Going
- d. Gone

Sandy is the chair person of students' organization (OSIS) in his school. Mr White, the school principal, ask him about the next program.

Mr. White: Sandy, we will celebrate Kartini's day next week. Do you have any idea?

Sandy : If I had my view, I would have a speech contest for the students of grade 7. The theme is about the students' nationality recently. Would you have any opinion about this, Sir?

Mr. White: Well, I think it is a good idea but it will be better of all grades can participate.

Sandy : Yes, sure Sir

16. Mr. White asks Sandy's opinion about?
 - a. When Kartini's day is
 - b. What program will be held by Osis in Kartini's Day
 - c. What Kartini's Day is
 - d. Where the students will celebrate Kartini's Day
17. "... but it will be better of all grades can participate."

The underline word has the same meaning as

 - a. Join
 - b. Come
 - c. Register
 - d. See
18. The followings are the correct statement about the above dialogue, except?
 - a. Tomorrow is Kartini's day
 - b. The speech contest can be joint by all grades
 - c. Sandy is chairperson of OSIS
 - d. The theme is about nationality
19. When you ask your brother about his opinion on your new jacket, you would say?
 - a. What do you think of my new jacket?
 - b. Would you give your opinion about my new jacket?
 - c. Do you have any idea
 - d. Do you agree?
20. Your uncle asks your opinion about visiting Mount Bromonext month. But you think it is not a good idea because of the weather. You say?
 - a. I think it is cool
 - b. I personally feel that next month is not good for having vacation because of bad weather
 - c. I dont think it is a good idea, uncle
 - d. I think the weather is not good



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FAKULTAS TARBIYAH

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PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Parepare, 26 April 2022

Mengetahui,

Pembimbing Utama

Drs. Ismail Latif, M.M
NIP. 19631207 198703 1 003

Pembimbing Pendamping

Drs. Anwar Sani, M.Pd
NIP. 19640109 199301 1 005

PAREPARE

QUESTIONNAIRE SOCIO-ECONOMIC STATUS

Students questionnaire

I. Student Identity

Name :

Class : XI AKL 2

Address :

Gender : Perempuan

$$\frac{21}{67} \times 100 = 31$$

II. Charging Instruments

1. Berilah tanda (X) pada salah satu jawaban yang saudara anggap paling sesuai
2. Seluruh jawaban yang anda berikan dianggap benar dan dijamin kerahasiaannya.
3. Terima kasih atas jawaban yang anda berikan.

III. Questions

1. Apa pendidikan terakhir Ayah anda?
 - a. Perguruan Tinggi
 - b. SMA/Sederajat
 - c. SMP/ Sederajat
 - d. SD/ Sederajat
 - e. Tidak Sekolah
2. Apa pendidikan terakhir Ibu Anda?
 - a. Perguruan Tinggi
 - b. SMA/Sederajat
 - c. SMP/Sederajat
 - d. SD/Sederajat
 - e. Tidak Sekolah
3. Apa pendidikan non-formal ayah anda?
 - a. Upgrading/Penataran
 - b. Training/Pelatihan
 - c. Intership/Magang
 - d. Skill Course/Kursus Keterampilan
 - e. Nothing/Tidak Pernah

4. Apa pendidikan nonn-formal Ibu anda?
- a. Upgrading/Penataran
 - b. Training/Pelatihan
 - c. Internship/Magang
 - d. Skill Course/Kursus Keterampilan
 - e. Nothing/Tidak ada
5. Apakah pekerjaan Ayah anda?
- a. Profesional/Dosen/ahli hukum dan sejenisnya
 - b. PNS/Tata Usaha/Staf
 - c. Wiraswasta/Dagang
 - d. Buruh/Petani/Nelayan
 - e. Tidak bekerja
6. Apakah pekerjaan Ibu Anda?
- a. Profesional/Dosen/Ahli Hukum dan sejenisnya
 - b. PNS/Tata Usaha/Staf
 - c. Wiraswasta/Dagang
 - d. Buruh/Petani/Nelayan
 - e. Tidak Bekerja
7. Berapa penghasilan Ayah anda? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 - Rp. 3.600.000
 - c. Rp. 2.500.000
 - d. Rp. 1.400.000 - 2.400.000
 - e. <Rp.1.400.000
8. Berapa penghasilan Ibu anda? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 -Rp.3.600.000
 - c. Rp. 2.500.000
 - d. Rp.1.400.000 - 2.400.000
 - e. < Rp. 1.400.000
9. Berapa pendapatan perbulan dalam keluarga anda ? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 - Rp. 3.600.000
 - c. Rp. 2.500.000
 - d. Rp. 1.400.000 - 2.400.000
 - e. < Rp.1.400.000

STUDENTS' ENGLISH ACHIEVEMNT

I. Student Identity

Name
Class : XI AKL 2

5

50
100 → 40

II. Charging Instruments

- Put an (X) on one of the answer choices that you think is correct.
- Thank you for the answer you gave.

III. Questions

1. Mr. Bean : Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.
Miss Smith : Oh, Yes Please, that would be lovely
The underline expression expresses?

- a. Offering something
- b. Offering help
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5

Customer : Good morning, Sir. Do you have science book about animal?
Shopkeeper : Of course. We have the book that you want. (3)..... to show the shelf?

Customer : I am fine, Sir. I can find by myself. I have other books to find, too
Shopkeeper : (4)..... Take your time

2. The suitable expression to complete the dialogue is.....
- a. I would like
 - b. Can you
 - c. Do not go
 - d. Would you like me

X

3. The underline expression expresses?
- a. Giving opinion
 - b. Accepting an offer
 - c. Declining an offer
 - d. Accepting Suggestion

5

4. What should the shopkeeper say?
- a. I am busy
 - b. Sorry
 - c. Thank you
 - d. That's okey

X

5. You seem thinner these days. Shall I your favorite food?
- a. Cook
 - b. Cooking
 - c. Cooks
 - d. Cooked

Dewi : This is Saturday night

Dewa : You should go to the town square for sight seeing

6. The underline expression expresses?

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- d. What should I do?

8. You should to pass the test.

- a. Study hard
- b. Studying
- c. Studying hard
- d. Studied hard

Dewa : I notice that you have been coughing. Are you okay?

Dewi : Actually, (9).....

Dewa : Maybe you should go home and have a lie down

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Dewa : I think that's a good idea.

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- c. Wish
- d. Hope

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Sandy : Yes, sure Sir

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17. "... but it will be better of all grades can participate."

The underline word has the same meaning as

- a. Join
- b. Come
- c. Register
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- c. Sandy is chairperson of OSIS
- d. The theme is about nationality

19. When you ask your brother about his opinion on your new jacket, you would say?

- a. What do you think of my new jacket?
- b. Would you give your opinion about my new jacket?
- c. Do you have any idea
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20. Your uncle asks your opinion about visiting Mount Bromonext month. But you think it is not a good idea because of the weather. You say?

- a. I think it is cool
- b. I personally feel that next month is not good for having vacation because of bad weather
- c. I dont think it is a good idea, uncle
- d. I think the weather is not good

QUESTIONNAIRE SOCIO-ECONOMIC STATUS

Students questionnaire

I. Student Identity

Name

Class : XI ~~AKL~~ 1

Address

Gender : Perempuan

$$\frac{59}{67} \times 100 = \underline{\underline{88}}$$

II. Charging Instruments

1. Berilah tanda (X) pada salah satu jawaban yang saudara anggap paling sesuai
2. Seluruh jawaban yang anda berikan dianggap benar dan dijamin kerahasiaannya.
3. Terima kasih atas jawaban yang anda berikan.

III. Questions

1. Apa pendidikan terakhir Ayah anda?
 Perguruan Tinggi
b. SMA/Sederajat
c. SMP/ Sederajat
d. SD/ Sederajat
e. Tidak Sekolah
2. Apa pendidikan terakhir Ibu Anda?
 Perguruan Tinggi
b. SMA/Sederajat
c. SMP/Sederajat
d. SD/Sederajat
e. Tidak Sekolah
3. Apa pendidikan non-formal ayah anda?
a. Upgrading/Penataran
b. Training/Pelatihan
c. Intership/Magang
d. Skill Course/Kursus Keterampilan
 Nothing/Tidak Pernah

4. Apa pendidikan nonn-formal Ibu anda?
- a. Upgrading/Penataran
 - b. Training/Pelatihan 4
 - c. Internship/Magang
 - d. Skill Course/Kursus Keterampilan
 - e. Nothing/Tidak ada
5. Apakah pekerjaan Ayah anda?
- a. Profesional/Dosen/ahli hukum dan sejenisnya
 - b. PNS/Tata Usaha/Staf 4
 - c. Wiraswasta/Dagang
 - d. Buruh/Petani/Nelayan
 - e. Tidak bekerja
6. Apakah pekerjaan Ibu Anda?
- a. Profesional/Dosen/Ahli Hukum dan sejenisnya
 - b. PNS/Tata Usaha/Staf 4
 - c. Wiraswasta/Dagang
 - d. Buruh/Petani/Nelayan
 - e. Tidak Bekerja
7. Berapa penghasilan Ayah anda? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 - Rp. 3.600.000 4
 - c. Rp. 2.500.000
 - d. Rp. 1.400.000 - 2.400.000
 - e. <Rp.1.400.000
8. Berapa penghasilan Ibu anda? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 -Rp.3.600.000
 - c. Rp. 2.500.000 5
 - d. Rp.1.400.000 - 2.400.000
 - e. < Rp. 1.400.000
9. Berapa pendapatan perbulan dalam keluarga anda ? (termasuk gaji pokok dan usaha sampingan)
- a. Lebih dari Rp. 3.600.000
 - b. Rp. 2.600.000 - Rp. 3.600.000 5
 - c. Rp. 2.500.000
 - d. Rp. 1.400.000 - 2.400.000
 - e. < Rp.1.400.000

STUDENTS' ENGLISH ACHIEVEMENT

I. Student Identity

Name :

Class : XI A/2

20

II. Charging Instruments

1. Put an (X) on one of the answer choices that you think is correct.
2. Thank you for the answer you gave.

III. Questions

1. Mr. Bean : Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.
Miss Smith: Oh, Yes Please, that would be lovely
The underline expression expresses?

- a. Offering something
- b. Offering help
- c. Suggestion
- d. Giving Opinion

Customer : Good morning, Sir. Do you have science book about animal?

Shopkeeper : Of course. We have the book that you want. (1)..... to show the shelf?

Customer : I am fine, Sir. I can find by myself. I have other books to find, too

Shopkeeper : (4)..... Take your time.

2. The suitable expression to complete the dialogue is.....

- a. I would like
- b. Can you
- c. Do not go
- d. Would you like me

3. The underline expression expresses?

- a. Giving opinion
- b. Accepting an offer
- c. Declining an offer
- d. Accepting Suggestion

4. What should the shopkeeper say?

- a. I am busy
- b. Sorry
- c. Thank you
- d. That's okay

5. You seem thinner these days. Shall I your favorite food?
- a. Cook
 - ~~b. Cooking~~
 - c. Cooks
 - d. Cooked

Dewi : This is saturday night

Dewa : You should go to the town square for sight seeing

6. The underline expression expresses?
- a. Suggestion
 - ~~b. Advice~~
 - c. Offering help
 - d. Offering something

7. Below are sentence of asking suggestion, except...

- a. Can you tell me what should I do?
- ~~b. Do you have any suggestion for me?~~
- c. What would you do?
- d. What should I do?

8. You should to past the test.

- ~~a. Study hard~~
- b. Studying
- c. Studying har
- d. Studied hard

Dewa : I notice that you have been coughing. Are you okey?

Dewi : Actually, (9).....

Dewa : Maybe you should go home and have a lie down

Dewi : (10)..... I have to finish this report today.

9. The suitable expression to complete the dialogue is....

- a. I feel sick. I keep coughing and my head is killing me
- b. I am fine, thank you
- ~~c. I am sorry if my cough disturbs you~~
- d. I will get an aspirin for you

10. What should Dewi say?

- a. I am afraid, I can't.
- ~~b. That sounds like a good idea~~
- c. Good idea! I am in
- d. Sorry, that's boring

11. Dewa : What's your opinion about that novel?

Dewi : I like it. It is an interesting story

From the dialogue we conclude that?

- a. Dewa is giving his opinio
- b. Dewa agrees with Theo's opinion
- c. Dewi is answering Theo's opinion
- d. Dewa is asking Dewi's opinion

Dewa : (12)..... our city is saved from the covid-19. So, we can go around.

Dewi : (13).....As far as I know our city is not saved. We must stay at home.

Dewa : Yes, you are right

12. The suitable expression to complete the dialogue is.....

- a. I think
- b. What do you think about
- c. Do you have opinion of
- d. Thank you so much

13. What should Dewi say?

- a. I don't think so.
- b. I am thinking of
- c. I agree with you
- d. I know it

Dewa : Do you have any (14) for our holiday, Dewi?

Dewi : Mmmmm, what about (15)..... to Gembira Loka Zoo?

Dewa : I think that's a good idea.

Dewi : I will tell Mom abdu this.

14. The suitable word to complete the dialogue above is.....

- a. Idea
- b. Dream
- c. Wish
- d. Hope

15. The suitable word to complete the dialogue above is.....

- a. Go
- b. Went
- c. Going
- d. Gone

Sandy is the chair person of students' organization (OSIS) in his school. Mr White, the school principal, ask him about the next program.

Mr. White: Sandy, we will celebrate Kartini's day next week. Do you have any idea?

Sandy : If I had my view, I would have a speech contest for the students of grade 7. The theme is about the students' nationality recently. Would you have any opinion about this, Sir?

Mr. White: Well, I think it is a good idea but it will be better of all grades can participate.

Sandy : Yes, sure Sir

16. Mr. White asks Sandy's opinion about?

- a. When Kartini's day is
- b. What program will be held by Osis in Kartini's Day
- c. What Kartini's Day is
- d. Where the students will celebrate Kartini's Day

17. "... but it will be better of all grades can participate."

The underline word has the same meaning as

- a. Join
- b. Come
- c. Register
- d. See

18. The followings are the correct statement about the above dialogue, except?

- a. Tomorrow is Kartini's day
- b. The speech contest can be joint by all grades
- c. Sandy is chairperson of OSIS
- d. The theme is about nationality

19. When you ask your brother about his opinion on your new jacket, you would say?

- a. What do you think of my new jacket?
- b. Would you give your opinion about my new jacket?
- c. Do you have any idea
- d. Do you agree?

20. Your uncle asks your opinion about visiting Mount Bromonext month. But you think it is not a good idea because of the weather. You say?

- a. I think it is cool
- b. I personally feel that next month is not good for having vacation because of bad weather
- c. I dont think it is a good idea, uncle
- d. I think the weather is not good

APPENDIX. III STUDENTS' SCORE OF SOCIO-ECONOMIC STATUS

The Score Recapitulation of Socio-Economic Status

No	Responden	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Tot
1	Student 1	12	12	3	3	3	1	2	2	2	40
2	Student 2	6	6	1	1	3	1	2	1	2	23
3	Student 3	9	12	1	2	3	1	2	1	3	34
4	Student 4	9	12	1	1	3	1	2	1	4	34
5	Student 5	9	16	1	4	2	4	2	4	4	46
6	Student 6	6	9	1	1	3	1	4	1	4	30
7	Student 7	6	12	1	1	2	1	1	1	2	27
8	Student 8	9	12	1	2	2	1	3	3	5	38
9	Student 9	6	6	1	1	3	3	2	2	2	26
10	Student 10	6	9	1	1	3	1	2	1	2	26
11	Student 11	12	12	1	1	2	1	5	1	5	40
12	Student 12	6	9	1	1	3	3	2	2	5	32
13	Student 13	12	12	1	2	3	1	4	1	5	41
14	Student 14	12	12	1	1	3	3	1	1	3	37
15	Student 15	9	9	1	1	3	3	4	3	4	37
16	Student 16	6	9	1	2	3	3	2	2	2	30
17	Student 17	9	6	1	1	2	1	2	1	4	27
18	Student 18	12	9	1	1	3	1	4	1	4	36
19	Student 19	12	9	1	1	3	1	5	1	5	38
20	Student 20	9	6	1	1	2	1	2	1	2	25
21	Student 21	12	9	1	1	2	3	5	2	5	40
22	Student 22	9	6	1	1	2	1	1	1	2	24
23	Student 23	6	6	1	1	2	3	1	1	2	23
24	Student 24	9	9	1	1	2	1	2	1	2	28
25	Student 25	9	16	1	2	2	4	3	5	5	47
26	Student 26	12	6	1	1	2	1	5	5	5	38
27	Student 27	12	6	1	1	3	3	2	2	2	32
28	Student 28	6	12	1	2	2	1	3	1	4	32
29	Student 29	16	16	1	4	4	4	4	5	5	59
30	Student 30	12	12	1	1	3	3	3	2	3	40
31	Student 31	6	6	1	1	2	2	2	2	2	24
32	Student 32	12	16	1	1	2	1	4	1	4	42
33	Student 33	12	9	1	1	3	1	3	1	3	34
34	Student 34	6	12	3	2	3	3	3	1	3	36
35	Student 35	6	9	1	1	2	3	2	2	2	28
36	Student 36	12	6	4	1	3	1	3	1	3	34
37	Student 37	9	9	1	1	2	3	2	3	3	33
38	Student 38	9	9	1	1	2	1	2	1	2	28
39	Student 39	12	12	4	1	3	1	2	1	2	38
40	Student 40	6	6	1	1	2	2	1	1	1	21
41	Student 41	12	6	2	1	2	2	4	1	5	35

42	Student 42	16	12	5	1	4	1	4	1	4	48
43	Student 43	12	12	1	1	3	3	4	4	5	45
44	Student 44	9	9	1	1	3	1	1	1	1	27
45	Student 45	16	12	3	1	4	3	5	2	5	51
46	Student 46	9	6	1	1	3	3	4	3	5	35
47	Student 47	12	9	4	1	2	1	3	1	3	36
48	Student 48	6	6	1	1	2	1	2	1	1	21
49	Student 49	6	6	1	1	3	1	2	1	2	23
50	Student 50	12	6	1	2	3	1	1	1	2	29
51	Student 51	6	6	1	1	2	1	2	1	2	22
52	Student 52	6	9	1	1	2	2	1	1	1	24
53	Student 53	12	12	1	1	3	1	3	1	3	37
54	Student 54	1	6	1	1	2	2	1	1	1	16
55	Student 55	12	9	1	1	3	3	1	1	2	33
56	Student 56	9	12	1	1	3	3	1	1	1	32
57	Student 57	9	6	1	1	3	3	1	1	2	27
58	Student 58	12	9	1	1	4	3	2	3	5	40
59	Student 59	12	6	1	1	3	3	1	1	1	29
60	Student 60	6	6	1	1	2	3	2	2	3	26
61	Student 61	9	9	4	1	2	1	4	1	4	35
62	Student 62	6	6	1	1	3	1	3	3	3	27
63	Student 63	6	6	1	1	2	1	3	1	4	25
64	Student 64	12	9	1	1	2	1	2	1	2	31
65	Student 65	12	12	1	1	3	3	3	2	3	40
66	Student 66	16	12	2	2	4	3	3	2	4	48
67	Student 67	6	9	1	1	2	1	2	1	2	25
Total		632	619	91	84	176	127	171	110	205	221



APPENDIX. IV STUDENTS' ENGLISH ACHIEVEMNT

The Score Recapitulation of Students' English Achievement

No	Resp.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Student 1	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	5
2	Student 2	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	-
3	Student 3	-	-	-	5	5	-	-	-	5	-	-	-	-	5	5	-	-	5
4	Student 4	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	5
5	Student 5	-	-	-	5	5	-	-	-	5	-	-	-	-	5	5	-	-	5
6	Student 6	-	-	-	5	-	-	-	-	-	-	-	-	-	5	-	-	-	-
7	Student 7	-	-	-	5	5	-	-	-	5	-	-	-	-	5	5	-	-	5
8	Student 8	-	-	-	-	5	-	-	5	-	-	-	-	-	5	5	-	-	5
9	Student 9	-	-	-	5	-	-	-	-	5	-	-	-	-	-	5	-	5	-
10	Student 10	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	-
11	Student 11	-	-	-	-	5	-	-	5	-	-	-	-	-	-	5	-	5	-
12	Student 12	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	5
13	Student 13	-	-	-	-	5	-	-	5	-	-	-	-	-	-	5	5	5	5
14	Student 14	-	-	-	5	-	5	-	5	-	-	-	-	-	5	-	5	5	5
15	Student 15	5	-	-	-	5	-	-	5	-	-	-	-	-	5	5	-	-	5
16	Student 16	-	5	-	5	-	-	-	-	-	-	-	-	-	5	-	-	5	5
17	Student 17	-	-	-	5	5	5	-	-	5	-	-	-	-	5	5	-	-	5
18	Student 18	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	-
19	Student 19	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	5
20	Student 20	-	-	-	5	5	-	-	-	5	-	-	-	-	5	5	-	-	5
21	Student 21	-	-	-	5	-	-	-	-	-	5	-	-	-	5	5	-	5	5
22	Student 22	-	-	-	5	5	-	-	-	5	-	-	5	-	5	5	-	5	5
23	Student 23	-	-	-	5	-	-	-	-	5	-	-	-	-	5	5	-	5	5
24	Student 24	-	-	-	-	-	5	-	-	5	-	-	5	-	5	5	-	5	5
25	Student 25	-	-	-	5	5	5	5	-	-	-	-	-	-	-	5	-	-	5
26	Student 26	-	-	-	-	5	5	5	5	-	-	-	-	-	-	5	-	5	-
27	Student 27	-	-	-	5	5	5	5	-	-	-	-	-	-	-	5	-	-	5
28	Student 28	-	5	-	5	-	-	-	-	-	-	-	-	-	5	-	-	-	-
29	Student 29	-	-	-	-	5	-	-	5	-	-	-	-	-	-	5	-	5	-
30	Student 30	5	5	5	5	5	-	-	-	-	5	5	5	-	-	-	-	-	-
31	Student 31	-	5	-	-	5	-	-	5	-	5	5	-	-	-	-	-	-	-
32	Student 32	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	5	-
33	Student 33	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	-	5
34	Student 34	5	-	-	-	-	5	-	5	-	5	-	-	-	-	-	5	5	-
35	Student 35	5	-	-	-	-	5	-	5	-	5	-	-	5	-	5	5	5	-
36	Student 36	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	-	5	-
37	Student 37	5	-	-	-	5	-	-	5	5	-	-	5	-	5	-	-	5	5
38	Student 38	5	-	-	-	-	5	-	5	-	5	-	-	5	5	5	-	5	-
39	Student 39	5	-	-	-	-	5	-	5	-	5	-	-	5	-	5	-	5	-
40	Student 40	5	-	-	-	-	5	-	5	-	5	-	-	5	-	5	-	5	-
41	Student 41	5	-	-	-	-	5	-	5	-	5	-	-	-	-	-	5	5	-

42	Student 42	5	-	-	-	-	5	-	5	-	5	-	-	5	-	5	-	5	-
43	Student 43	5	-	-	-	-	5	-	5	-	5	-	-	-	-	5	5	5	-
44	Student 44	5	-	-	-	-	5	-	5	-	-	-	-	5	-	-	-	-	5
45	Student 45	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	-	5
46	Student 46	5	-	-	-	-	5	-	5	-	-	-	-	5	-	-	-	5	5
47	Student 47	5	-	-	-	-	5	-	5	-	5	-	-	5	5	-	5	-	5
48	Student 48	5	-	5	-	-	5	-	5	-	5	-	-	5	-	5	5	5	-
49	Student 49	-	-	-	-	-	5	-	5	-	5	-	5	5	-	-	5	5	-
50	Student 50	5	-	-	-	-	5	-	5	-	-	-	-	5	5	-	-	-	-
51	Student 51	5	-	5	5	-	-	5	-	-	-	5	-	5	-	5	-	5	5
52	Student 52	-	-	-	-	5	-	-	-	-	-	5	-	5	-	-	-	5	5
53	Student 53	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	5	-
54	Student 54	5	-	5	5	-	-	5	-	-	-	-	5	-	-	-	5	5	-
55	Student 55	5	-	-	-	-	5	-	5	-	5	-	-	-	-	-	5	5	-
56	Student 56	5	-	-	5	-	5	-	5	-	-	-	5	-	-	-	5	5	-
57	Student 57	5	-	-	-	-	5	-	5	-	5	-	-	-	-	-	5	5	-
58	Student 58	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	5	-
59	Student 59	5	-	-	-	-	5	-	5	-	5	-	-	5	-	-	5	5	-
60	Student 60	5	-	-	-	-	5	-	5	-	5	-	-	-	-	-	-	5	-
61	Student 61	5	-	-	5	-	-	-	-	-	-	-	-	5	-	-	5	5	5
62	Student 62	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	5	5	-
63	Student 63	-	-	-	-	-	5	-	5	-	5	-	-	5	5	5	-	5	-
64	Student 64	5	5	-	5	-	-	5	-	5	-	-	-	-	-	-	-	5	-
65	Student 65	-	-	5	5	-	5	-	-	5	5	-	-	5	-	5	-	5	-
66	Student 66	-	5	5	-	5	-	5	-	5	-	-	5	-	-	-	-	5	-
67	Student 67	-	5	-	-	-	-	-	-	-	-	-	-	-	5	5	-	-	5
Total		160	35	30	145	95	170	30	175	100	130	20	40	115	145	180	105	240	150



The Score Recapitulation of Socio-Economic Status and Students' English Achievement

No	Responden	Total	Category	Total	Category	No	Responden	Total	Category	Total	C
1	Student 1	40	Middle	40	Poor	35	Student 35	28	Middle	45	
2	Student 2	23	Low	30	Very Poor	36	Student 36	34	Middle	35	V
3	Student 3	34	Middle	40	Poor	37	Student 37	33	Middle	45	
4	Student 4	34	Middle	40	Poor	38	Student 38	28	Middle	45	
5	Student 5	46	Middle	40	Poor	39	Student 39	38	Middle	45	
6	Student 6	30	Middle	15	Very Poor	40	Student 40	21	Low	40	
7	Student 7	27	Middle	40	Poor	41	Student 41	35	Middle	40	
8	Student 8	38	Middle	35	Very Poor	42	Student 42	48	High	45	
9	Student 9	26	Low	25	Very Poor	43	Student 43	45	Middle	40	
10	Student 10	26	Low	30	Very Poor	44	Student 44	27	Middle	35	V
11	Student 11	40	Middle	20	Very Poor	45	Student 45	51	High	40	
12	Student 12	32	Middle	40	Poor	46	Student 46	35	Middle	40	
13	Student 13	41	Middle	40	Poor	47	Student 47	36	Middle	45	
14	Student 14	37	Middle	40	Poor	48	Student 48	21	Low	50	
15	Student 15	37	Middle	40	Poor	49	Student 49	23	Low	40	
16	Student 16	30	Middle	30	Very Poor	50	Student 50	29	Middle	25	V
17	Student 17	27	Middle	45	Poor	51	Student 51	22	Middle	50	
18	Student 18	36	Middle	35	Very Poor	52	Student 52	24	Middle	30	V
19	Student 19	38	Middle	40	Poor	53	Student 53	37	Middle	40	
20	Student 20	25	Low	40	Poor	54	Student 54	16	Low	35	V
21	Student 21	40	Middle	40	Poor	55	Student 55	33	Middle	35	V
22	Student 22	24	Low	50	Poor	56	Student 56	32	Middle	40	
23	Student 23	23	Low	40	Poor	57	Student 57	27	Middle	35	V
24	Student 24	28	Middle	40	Poor	58	Student 58	40	Middle	40	
25	Student 25	47	High	40	Poor	59	Student 59	29	Middle	40	
26	Student 26	38	Middle	25	Very Poor	60	Student 60	26	Low	30	V
27	Student 27	32	Middle	35	Very Poor	61	Student 61	35	Middle	40	
28	Student 28	32	Middle	20	Very Poor	62	Student 62	27	Middle	25	V
29	Student 29	59	High	20	Very Poor	63	Student 63	25	Low	40	
30	Student 30	40	Middle	40	Poor	64	Student 64	31	Middle	30	V
31	Student 31	24	Low	25	Very Poor	65	Student 65	40	Middle	40	
32	Student 32	42	Middle	40	Poor	66	Student 66	48	Middle	40	
33	Student 33	34	Middle	45	Poor	67	Student 67	25	Low	20	V
34	Student 34	36	Middle	35	Very Poor	Total		2215		2465	

APPENDIX. V THE RESULT OF SOCIO-ECONOMIC STATUS BY SPSS PROGRAM VERSION 26

The Recapitulation Of Socio-Economic Status Based On Education (Formal)

Fathers' Last Education				Mothers' Last Education			
Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Elementary School	22	32,8	32,8	32,8	23	34,3	34,3	34,3
	Junior High School	17	25,4	25,4	58,2	21	31,3	31,3	65,7
	Senior High School	24	35,8	35,8	94,0	19	28,4	28,4	94,0
	College	4	6,0	6,0	100,0	4	6,0	6,0	100,0
	Total	67	100,0	100,0		67	100,0	100,0	

The Recapitulation Of Socio-Economic Status Based On Education (Non-Formal)

Fathers' Non-Formal Education					Mothers' Non-Formal Education				
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nothing	57	85,1	85,1	85,1	55	82,1	82,1	82,1
	Skill Course	2	3,0	3,0	88,1	9	13,4	13,4	95,5
	Internship	3	4,5	4,5	92,5	1	1,5	1,5	97,0
	Training	4	6,0	6,0	98,5	2	3,0	3,0	100,0
	Upgrading	1	1,5	1,5	100,0	-	-	-	82,1
	Total	67	100,0	100,0		67	100,0	100,0	95,5

The Recapitulation of Socio-Economic Status Based on Occupational

		Fathers' Occupation				Mothers' Occupation			
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not work								
	Workers / Farmers / Fishermen	30	44,8	44,8	44,8	36	53,7	53,7	53,7
	Entrepreneur / Trade	32	47,8	47,8	92,5	5	7,5	7,5	61,2
	PNS / Administrative / Staff	5	7,5	7,5	100,0	23	34,3	34,3	95,5
	Professionals / lecturers / legal experts and the like					3	4,5	4,5	100,0
	Total	67	100,0	100,0		67	100,0	100,0	

The Recapitulation of Socio-Economic Status Based on Income

	Fathers' Income				Mothers' Income				Family Income		
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent
< IDR 1.400.000	13	19,4	19,4	19,4	43	64,2	64,2	64,2	7	10,4	10,4
IDR 1.400.000 - IDR 2.400.000	25	37,3	37,3	56,7	13	19,4	19,4	83,6	22	32,8	32,8
IDR 2.500.000	13	19,4	19,4	76,1	6	9,0	9,0	92,5	12	17,9	17,9
IDR 2.600.000 - IDR 3.600.000	11	16,4	16,4	92,5	2	3,0	3,0	95,5	12	17,9	17,9
>IDR 3.600.000	5	7,5	7,5	100,0	3	4,5	4,5	100,0	14	20,9	20,9
Total	67	100,0	100,0		67	100,0	100,0		67	100,0	100,0

APPENDIX. VI THE RESULT OF STUDENTS' ENGLISH ACHIEVEMENT BY SPSS PROGRAM VERSION 26

The Distribution Frequency and Percentage of Students English Achievement (Offers)

		Offers				
		(Y1)	(Y2)	(Y3)	(Y4)	(Y5)
Valid	Incorrect	35 (52.2%)	60 (89.6%)	61 (91.0%)	67 (100%)	48 (71.6%)

Correct	32 (47.8%)	7 (10.4%)	6 (9.0%)	-	19 (28.4%)
Total	67	67	67	67	67

**The Distribution Frequency and Percentage of Students English Achievement
(Suggestion)**

Suggestion

		(Y6)	(Y7)	(Y8)	(Y9)	(Y10)
Valid	Incorrect	33 (49.3%)	61 (91.0%)	32 (47.8%)	67 (100%)	41 (61.2%)
	Correct	34 (50.7%)	6 (9.0%)	35 (52.2%)	-	26 (38.8%)
	Total	67	67	67	67	67

**The Distribution Frequency And Percentage Of Students English Achievement
(Opinion And Thought)**

Opinion and Thought

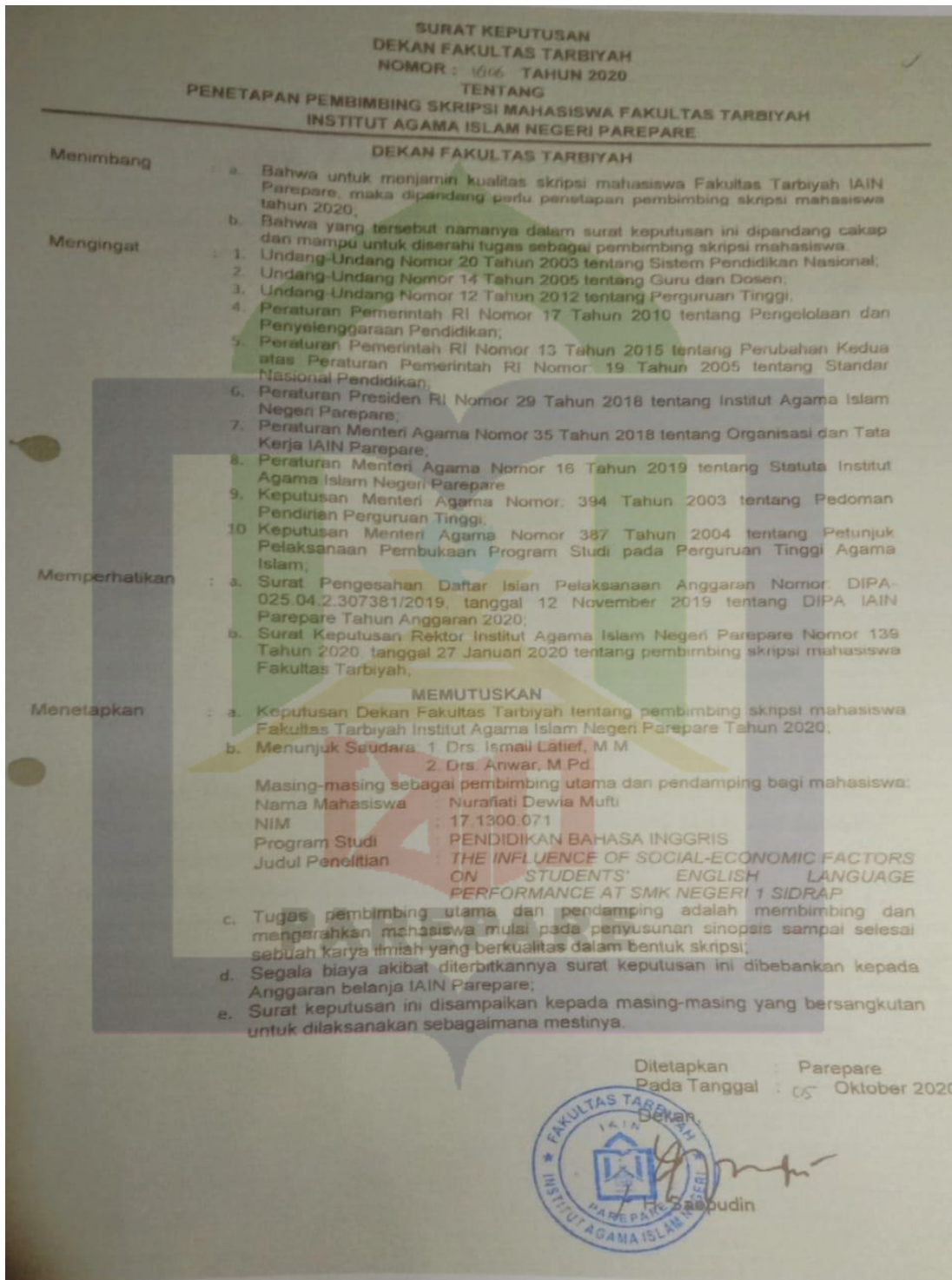
	(Y11)	(Y12)	(Y13)	(Y14)	(Y15)	(Y16)	(Y17)	(Y18)	(Y19)	(Y20)
Valid	59	67	67	67	19	46	19	37	34	19
	(88.1%)	(100%)	(100%)	(100%)	(28.4%)	(68.7%)	(28.4%)	(55.2%)	(50.7%)	(28.4%)
Correct	8				48	21	48	30	33	48
	(11.9)				(71.6%)	(31.2%)	(71.6%)	(44.8%)	(49.3%)	(71.6%)
Total	67	67	67	67	67	67	67	67	67	67

APPENDIX. VI DOCUMENTATIONS





APPENDIX. V RESEARCH LETTERS





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2760/In.39.5.1/PP.00.9/08/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurafiaty Dewia Mufti
Tempat/ Tgl. Lahir : Parepare, 19 April 2000
NIM : 17.1300.071
Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Jl. Andi Mangkasau, Pangkajene, Kec. Maritengngae,
Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"The Correlation Between Socio-Economic Status And Students' English Achievement In SMK Negeri 1 Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Agustus 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN
 Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 306/IP/DPMTSP/8/2022

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **NURAFIATI DEWIA MUFTI** Tanggal **19-08-2022**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B.2760/In.39.5.1/PP.00.9/08/2022** Tanggal **03-08-2022**

MENGIZINKAN

KEPADA
NAMA : NURAFIATI DEWIA MUFTI
ALAMAT : LK. I LAJONGA, KEL. LAJONGA, KEC. PANCA LAUTANG
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :
NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE
JUDUL PENELITIAN : " THE CORRELATION BETWEEN SOCIO-ECONOMIC STATUS AND STUDENTS' ENGLISH ACHIEVEMENT IN SMK NEGERI 1 SIDRAP "

LOKASI PENELITIAN : SMK NEGERI 1 SIDRAP

JENIS PENELITIAN : KORELASI

LAMA PENELITIAN : 03 Agustus 2022 s.d 03 September 2022

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
 Pada Tanggal : 19-08-2022



Biaya : Rp. 0,00

- Tembusan :**
- KEPALA SEKOLAH SMK NEGERI 1 SIDRAP
 - DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE
 - PERTINGGAL



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SIDRAP**

Alamat : Jl. Andi Pangeran Pettarani No. 25 Telp. (0421) 91035 Pangsid – 91611

SURAT KETERANGAN PENELITIAN

Nomor : 800/391/UPT SMKN 1/Sdr/Disdik

Yang bertanda tangan di bawah ini Plt Kepala Sekolah UPT SMK Negeri 1 Sidrap :

Nama : **NURUL HASANAH YUSUF, S. Pd, M.Pd**
Nip : 19750930 200502 2 003
Jabatan : Plt. Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : NURAFIATI DEWIA MUFTI
NIM : 17.1300.071
Nama Lembaga/Universitas : INSTITUT AGAMA ISLAM NEGERI PARE-PARE
Judul Penelitian : THE CORRELATION BETWEEN SOCIO-ECONOMIC
STATUS AND STUDENT'S ENGLISH ACHIEVMENT
IN SMK NEGERI 1 SIDRAP

Benar telah mengadakan penelitian di SMK Negeri 1 SIDRAP pada tanggal 20 Agustus s/d 29 Agustus 2022.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pangkajene, 29 Agustus 2022

Plt. Kepala UPT SMKN 1 Sidrap



Nurul Hasanah Yusuf, S.Pd,M.Pd

NIP. 19750930 200502 2 003

SK No. 800/3550-Sekret 2/Disdik

Tanggal 1 April 2021

CURRICULUM VITAE



Nurafiati Dewia Mufti, the second daughter from Mr. Muh. Haksan and Mrs. Maida. She was born on April 19th, 2000. She lived in Pangkajene, Sidenreng Rappang. She began her study in 2005 at SD Negeri 4 Wette'e. She continued her study at SMP Negeri 2 Panca Lautang and graduated in 2011. In the same year, she continued her study at SMK Negeri 1

Sidrap and graduated in 2017.

After graduated, she decided to continued study at State Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi in 2023 with the tittle “ The Correlation between Socio-Economic Status ad Students’ English Achievement in UPT SMK Negeri 1 Sidrap.”