

CHAPTER I

INTRODUCTION

In this chapter the writer describes and discusses about (1) Background, (2) The problem of study, (3) The objective of study and (4) The significances of the study.

1.1 Background of Study

In this globalization era, English has become the international language which people used to communicate with others around the world. According to Nga (2008:262) as cited in Jaya (2017:10), English is the main language of books, newspapers, international business and academic conferences, airports and air-traffic, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. It means English could have connecting people from different countries with different languages, cultures, backgrounds, and characters.

According to Rao (2019:75), English is one of fastest increasing languages, and has become the international language that use to connect people around the world. It means English has become important language that is used in almost of fields, such as education, science, engineering, technology, scientific, research, medicine, transportation, business, and others. English is the subject taught in every school in Indonesia started from junior high school to university. Unfortunately, In the process of learning English at school, there are some problem faced by the teachers and students. As stated by

Susanto et al. (2020:23), many students still have problem or obstacle in learning English, they think English is one of difficult subjects to be learned. The students could not understand the material well, so they were bored, lazy and not interested in learning English. On the other hand, for some English teachers said that teaching English is a challenge for them, one of problems faced by the teachers is how to make students interested in learning the material because English teachers have an important role in the teaching and learning process, the teachers can make an interesting atmosphere, fun material, and makes material easy for students to understand. (Mortini, 2017:20).

Furthermore, as a developing country, Indonesia uses English as a foreign language started from junior high school and senior high school. As stated by Mattarima & Hamdan (2011:287). English has become a compulsory subject for three years in junior high school and three years in high school. Its mean English has been taught an early age. But in fact, based on Education first- English Proficiency Index (EF-EPI) Standard English test (SET) report, Indonesia scores 453 with a rank of 74 out of 100 countries/region that participated in 2020, that is the 15th rank out of 24 countries participants in Southeast Asia.

In recent years, Indonesia's ranking has tended to gradually decline, for example in 2016, Indonesia was ranked 32nd with intermediate range of proficiency and in 2019 it dropped to 61st with low range proficiency (Education first, 2019). As mentioned earlier, it kept declining in 2020 until the 74th rank has a lower level of proficiency. This rank is so far below with others Southeast Asia countries such as

Singapore in 10th out of 100 countries with very high range of proficiency and the score of 611, followed by Filipina at rank 28th with high range of proficiency and the score of 562, and the last Malaysia at rank 30th and the score of 547 (EF-EPI 2020).

However, from the data EF-EPI above shows that English proficiency of Indonesia has low ranked compare then others countries, it is one of the problems in English face in Indonesia, the lack of English proficiency are due to various factors, both internal and external factors, internal factor is factors that come from within the individuals such as physical and spiritual condition, maturity or growth, intelligence, interest, practice and study habits, personal motivation etc. while, external factors are factors that come from outside that can affect the individuals such as learning approach, family condition, teacher and their teaching method, social motivation and, etc.

According to Slameto (2013) cited in Mulyani et al. (2017:3). There are two factors that influence students' learning achievement, they are internal and external factors. Internal factor is a factor that comes from inside of the students include: motivation, students' attitude, learning ability, study habits, development of learning skill, and other. While, the external factor is a factor that comes from outside of students include: family or parents, economic status, environment or society, ad others.

In addition, Aliyu (2016:4) stated there are some factors that can affect the students' learning process. First, the visual scene factors include attitudes, interest and beliefs towards the community, government policies, the school, its history,

courses and available research. Second, students' factors include the learner maturity, and preparation, interest, talents and values. Students' hopes and ideal, physical health and self-concept. Third, the teacher's factors consist of the teacher's education, training, and experience, the attitude toward the subject, Interest, and the teacher's personality. The last is family factors such as socioeconomic status.

Family factors is very important to the students because family is first institute that students know to teach them and parents are the immediate relation if students. Their financial status and education do have an important influence on the personality of students. In society, there are assumptions if the students have higher parents socioeconomic status they will be easier to supply students need in education. then, if the students have lower parents socioeconomic status they will be difficult to supply students need in education. The students that has good facilities in learning will be easier to follow the activity of learning process , therefore, their possibilities of success in education is better than the students who have bad facilities in learning. In this case, the students more difficult to follow learning process activity.

The condition of socioeconomic status is one of the factors contained in family condition that can affect to students' learning process. As stated by Harmanto (2018:285) parents' socioeconomic status is one of the external factors that affect children's education to determine what opportunities children will face in the future. In the other hand, parents and families play important role to meet the educational needs of children. That means children with a better family socioeconomic status will also pay good attention to providing educational facilities for their children future.

Otherwise, children with low family socioeconomic status will tend to think about how to meet daily needs, so the parents pay less attention to improve children education.

Based on the writer observation. MAN 1 MuaraEnimis one of school that have many students from different socioeconomic and different students' achievement. in this school many students from high economic level status, middle economic status, and low economic status. the writer found that there are some differences learning achievement of the students with come from different socioeconomic status. For instance, students with high economic level and middle economic level usually not only study at school, they are usually also studying outside of schools such as private or courses. In contrast, students with low economic level usually only study at school. because they do not have enough money to pay more to study in private or courses. of course, it canbe affected students' English performance, students' English learning process, and students' English achievement.

By looking at the phenomena above, the writer has intention to do a research on parents' socioeconomic status and students' English achievement. Therefore, the writer would like to present the research entitled **“The Effect of Parents' Socioeconomic Status toward Students' English Achievement at Tenth Grade Students of MAN 1 Muara Enim”**.

1.2 The Problem of the Study

The problem of this study is divided into 2 categories which is described as follows:

1.2.1 Limitation of the Problem

After identifying the problems, the writer limits the problems, so the result of this research would not deviate from the research objectives. In this case, the writer focuses on parents' socioeconomic status and students' English achievement.

1.2.2 Formulation of the Problem

The formulation of the problem in this study is "is there any significant effect of parents' socioeconomic status toward students' English achievement at the tenth-grade students of MAN 1 Muara Enim?"

1.3 The objective of study

Based on the formulation of the problem above, the objective of this study is to find out the effect of parents' socioeconomic status toward students' English achievement at the tenth-grade students of MAN 1 Muara Enim.

1.4 The Significances of the study

The results of this research are expected to be beneficial both theoretically and practically as described as follows:

- a. Theoretical benefit

This research expects to provide information and knowledge in developing further research by developing another variable and increasing knowledge in studying the effect of parents' socioeconomic status toward students' English achievement.

b. Practical benefit

1. For the students

The writer expected this research as an input to the students that the parents' socioeconomic status influences their English achievement at school.

2. For the teachers

The result of this research expected to be useful information for English teachers about the effect of parents' socioeconomic status on students' achievement.

3. For other researchers

The result of this research is expected to attract the other researchers for researching about parents' socioeconomic status affect to students' English achievement. Then form this research, the other researcher can evaluate, revise, reconstruct, or modify this study and write further studies for other level and objectives.