



The Effect of Parents' Income on Students' English Achievement

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Abstract: This study aims to determine whether there is an effect of parents' income on student English achievement at Senior High School 1 Rasau Jaya. The research design used is Analysis Of Variance test, while the research method is quantitative. Discussion method as the independent variable (X) is parents' income (low, Middle and High), while English learning achievement as the dependent variable (Y). The participants in this study were students selected using random sampling technique, namely students from Senior High School 1 Rasau Jaya totaling 100 people, namely 32 from the low income group, 36 students from the middle income group and 32 students from the high income group. Data in the study were collected using instruments (questionnaires), then assessed normality test, homogeneity test used to evaluate the requirements of data analysis. While analysis of variance analysis was used to test the hypothesis using computer software assistance through the SPSS (Statistical Package for the Social Sciences) version 24 for windows program. Based on the research findings and discussion, the following conclusions can be drawn: There is no effect of parents' Income on English Achievement. This is indicated by the result of the significance level of Analysis of variance $0.974 > 0.05$. This shows that there is no influence between parents' income on student English achievement. This means H_0 is accepted and H_a is rejected.

Keywords: Parents' Income, Low Income, Middle Income, High Income, Student's English Achievement

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh pendapatan orang tua terhadap prestasi bahasa Inggris siswa di SMA Negeri 1 Rasau Jaya. Desain penelitian yang digunakan adalah uji Analisis Varians, sedangkan metode penelitiannya adalah kuantitatif. Metode pembahasan sebagai variabel bebas (X) adalah pendapatan orang tua (rendah, menengah dan tinggi), sedangkan prestasi belajar bahasa Inggris sebagai variabel terikat (Y). Partisipan dalam penelitian ini adalah siswa yang dipilih dengan menggunakan teknik random sampling, yaitu siswa SMA Negeri 1 Rasau Jaya yang berjumlah 100 orang, yaitu 32 orang dari kelompok pendapatan rendah, 36 orang dari kelompok pendapatan menengah dan 32 orang dari kelompok pendapatan tinggi. Data dalam penelitian ini dikumpulkan dengan menggunakan instrumen (angket), kemudian dilakukan uji normalitas, uji homogenitas yang digunakan untuk mengevaluasi persyaratan analisis data. Sedangkan analisis varians digunakan untuk menguji hipotesis dengan menggunakan bantuan perangkat lunak komputer melalui program SPSS (Statistical Package for the Social Sciences) versi 24 for windows. Berdasarkan hasil penelitian dan pembahasan, maka dapat ditarik kesimpulan sebagai berikut: Tidak terdapat pengaruh Pendapatan Orang Tua terhadap Prestasi Belajar Bahasa Inggris. Hal ini ditunjukkan dengan hasil tingkat signifikansi Analysis of Variance $0,974 > 0,05$. Hal ini menunjukkan bahwa tidak ada pengaruh antara pendapatan orang tua terhadap prestasi bahasa Inggris siswa. Hal ini berarti H_0 diterima dan H_a ditolak.

Kata kunci: Pendapatan Orang tua, Pendapatan Rendah, Pendapatan Menengah, Pendapatan Tinggi, Hasil Belajar Bahasa Inggris Siswa

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BACKGROUND OF THE STUDY

Fromkin et al. (2003) stated that English has been called "The lingua franca of the world". English is a language used as a means of communication between global communities. Therefore, English is one of the most important aspects to learn. Besides that, English is a world language, as stated by Crystal (2003) that English acts as a global or world language. However, in Indonesia English is a foreign language, which makes it important to learn. Nurcahyani (2020) states that English language learning is very important to be implemented in a school, especially at the primary level. Students are expected to master English well.

According to Nurcahyani (2020), English language learning is very important to be implemented in a school. Of course, in this case it is quite difficult for students considering that English is not a native language in Indonesia. Hakim (2005 p. 22) states that Learning difficulties are conditions that cause obstacles in a person's learning process. The difficulties experienced by students in learning English make English less attractive to students. Kinanti and Subagio (2020) stated that, English is currently still one of the subjects that less attractive to students due to their limited ability to understand the subject. There are several factors that make students have difficulty in learning English, namely factors contained in the English subject itself and factors that occur in the student's life.

In English, learning will be given like a branch of linguistics which consists of four aspects, namely Listening, Speaking, Reading and Writing. In addition, there are three language elements that play an important role in supporting these four aspects, namely Pronunciation, Vocabulary, and Grammar. Besides that, in learning English addition to the factors previously described, it turns out that the difficulties in learning English experienced by students also come from factors that occur in their surrounding lives. This difficulty is an external factor, According to Hakim (2005 p. 6) External factors are factors that exist outside the individual concerned, such as the state of the home environment, school, community, and everything related to all of these environments. This external factor is also in the form of costs or funds, because to achieve student success in learning cannot be separated from the facilities needed by these students. The facilities obtained by students certainly cannot be separated from the facilities provided by parents. Meanwhile, parents can provide facilities to children according to the income 3 earned.

Parents' income can be a consideration for providing learning facilities to children. As Lareau (1987) and Waterston et al. (2004), state that a number of confounding factors can explain the real relationship between financial resources and children's outcomes. On the other hand, as stated by Slameto in Mulyani (2018) if a child lives in a poor family then the child's basic needs are not met so that the child's learning is disrupted. Several studies have been conducted to prove the effect of parental income on student achievement. Such as research conducted by Matus (2016), State Senior High School in Bangkalan. The results of this study indicate that there is an effect of parental income level on learning achievement with a significance value of 0.036 5%. Research that has similar results has also been conducted by Fithriyana (2018) this study used a descriptive correlational design with a cross sectional approach. The results showed that there was a 4 relationship between parental income and learning motivation with student achievement of SDN 006 Langgini $Pv = 0.0000$;

On the other hand, income is not the only thing that can affect student learning outcomes. This is evidenced by the results of research by Oladele et al. (2015). The data were statistically analyzed and the results showed that parents' attitudes towards their children's education have a significant influence on the academic achievement reported by the students. However, factors such as parents' education and socio-economic background have no significant relationship with students' reported academic achievement. Research

stating that income is not a factor affecting student achievement is also proven by the results of research conducted by Ogunshola and Adewale (2012). The results showed that parents' socioeconomic status and parents' educational background had no significant influence on students' academic performance.

The previous discussion has established that socio-economic status and a number of other factors related to students' home environment, such as parents' educational background, students' health status, parents' occupation and number of family members can have an impact on children's academic achievement. It is against this background that this study was conducted to find out whether there is an effect of parents' income on students' English learning achievement in Senior High School by further specifying parents' 5 income by categorizing parents income into three part. That is high income, middle income and low income.

METHODOLOGY

In this study authors used quantitative research with Casual Comparative (Ex-post facto). The variables going to involved four variables in this research. Which is discrete variable, they are high income, medium income and low income as predictor or independent variable and English student achievement as dependent variable.

According to Ary et al (2009 p. 331) Ex post facto, from the Latin meaning "after the fact", indicates that ex post facto research is conducted after variations in the variable of interest have been determined in the natural course of events. This method is sometimes called causal comparative because its purpose is to investigate the cause-and-effect relationship between an independent variable and a dependent variable. This Analysis test to know to investigate whether there is a statically significant effect of Parents' Income on Students' English Achievement? In other word, whether the students whose parents' income are very high, achieve better English achievement than those are from high, middle and low income.

Statistical analysis used to be perform is Analysis of variance (ANOVA) is applied to measure the level of effect on parents' income which is divided into 3 categories namely high income, middle income, and low income. This is going to compare the average score of students' English achievement. Which the Students are from Senior High School 1 Rasau Jaya, and in this case the significant level applied is 0.05. Even so, the analysis of variance test is carried out, a normality test and homogeneity test will be carried out. Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. On the other hand, Homogeneity test is a statistical test procedure designed to show that two or more sets of sample data derived from a population have the same variance. Meanwhile, to find out the comparison between X variables, researchers will use data presentation in the form of multiple comparison

RESULT

The results of this study present data analysis, through numerical data and interview data to determine whether there is an effect of parental income on students' English achievement, which in this study uses variable X and variable Y. Variable X consists of 3 variables; Low income (X1), Middle Inco me (X2), and High Income (X3). Meanwhile, variable Y is student English achievement. The formulated hypotheses will be answered using the Analysis of variance test results and simple analysis is used to analyze the responses made to the research questions provided in the questionnaire. Four tests were applied in this study, normality test, homogeneous test will be applied to fulfill the requirements of variance analysis test. After the analysis of variance test, the last test conducted is the multiple comparisons test.

Table 1. *Test of Normality*

		Test of normality					
		Kolmogorov - Smirnov ^a			Shapiro- Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Low	.152	32	.058	.93	32	.067
	Middle	.108	36	.200	.941	36	.055
	High	.127	32	.200	.939	32	.070

From the table above, 100 respondents have been used which are divided into 3 groups which is 32 students from the low income group, 36 students 23 from the middle income group and 32 students from the high income group. The requirement in this test is if the significance value is greater than 0.05 then the value data distributed normally. Therefore, when viewed from Kolmogorov-Smirnov, The results of the normality test of the data above are the value of the low income group of $0.058 > 0.05$, the data value of the middle income of $0.200 > 0.05$ and the data value of the high income of $0.200 > 0.05$. Meanwhile, by looking at the Shapiro-Wilk value, the normality test results are the data value of the low income group of $0.067 > 0.05$, the data value of the middle income of $0.055 > 0.05$ and the data value of the high income of $0.070 > 0.05$. So, the results of the normality test data above are normally distributed because all values show greater than 0.05. However, in this study used the value of Shapiro-Wilk value. Shapiro-Wilk is recommended for small to medium sample sizes (less than 50 or around 30)

Table 2. *Test of Homogeneity of Variances*

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.054	2	97	.353
	Based on Median	1.076	2	97	.345
	Based on Median and with adjusted df	1.076	2	93.85	.345
	Based on trimmed mean	1.039	2	97	.358

From the homogeneity test table data above, the results show that the significant value is greater than 0.05, with the value of based on mean is .353, based on median .345, based on median and with adjusted df .345 and based on trimmed mean .358. So, that the overall significant value greater than 0.05, it can be concluded that the data distributed normally in the homogeneity test.

From the analysis of variance test table above, where this table shows that this study uses a sample size of (N) low income is 32 students, Middle Income is 36 students and High Income is 32 students. So that the total sample is 100 students, with a total mean of 82.84 and total std. deviation 5.085. The Analysis of variance between groups shows that the significant value is 0.947 where in this case there is no significant effect between groups of low income, middle income and high income on students' English learning outcomes. That is because the significant value of 0.974 is greater than 0.05. In the other hand, the table above does not show any significant influence among variables. But even so, when compared between variable X (Parents' Income) the value per group will have a difference even though it is not significant on variable Y (English achievement).

Table 3. *Test Analysis of Variance (ANOVA)*

Test Analysis of Variance (ANOVA)					
Score	N	Mean	Std. Deviation	F	Sig.
Low Income	32	82.66	5.052		
Middle Income	36	83.06	4.678		
High Income	32	82.78	5.678		
Total	100	82.84	5.085		
Between Groups				.054	.947

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Table 4. *Test of Multiple Comparisons*

Test of Multiple Comparisons					
Score	N	Mean	Std. Deviation	F	Sig.
Low Income	32	82.66	5.052		
Middle Income	36	83.06	4.678		
High Income	32	82.78	5.678		
Total	100	82.84	5.085		
Between Groups				.054	.947

From the multiple comparisons table above, shows that there are 3 separate groups namely low income, middle income and high income as independent variables or can be referred to as factors, while the variable subject to the factor is English achievement. From all X factors, it shows that there is no impact of the influence of parental income on students' English learning outcomes. Some conclusions can be drawn from the table above, as follows;

1. Low income to Middle income has a significant value of 0.945
2. Low income to High income has a significant value of 0.995
3. High income to Middle income has a significant value of 0.074

In the conclusion the independent variables X1, X2 and X3, have no effect on the dependent variable Y. This is because, the entire significant value is 27 greater than 0.05.

RESULT

For the purpose of this research work, the major results would be discussed in this chapter. As we know that in the success of a student in his learning has difficulties where in this case there are internal and external difficulties such as student learning facilities, where a student's facilities will be fulfilled if parents have a good enough income. Therefore, in this study, want to find out whether parents' income affects students' English

achievement. So, to find out researchers conducted a hypothesis test which has the following results; Hypothesis 1 (H_a): For the research problem, the researcher hypothesizes that there is a statically significant effect of Parents' income on student' English achievement? In other word, The students whose parents' income are high, achieve better English achievement than those who are from middle and low 31 income. We state that there is effect of the parents' income on student English achievement at Senior High School 1Rasau Jaya. As a hypothesis 2 (H_o): The researcher hypothesizes that there is no statistically significant effect of parents' income on students' English achievement? In other word, The students whose parents' income are high, does not achieve better English achievement than those who are from middle and low income.

In line with the above assertion, Oladele (2015) had also argued parents' attitudes towards their children's education have a significant influence on the academic achievement reported by the students. However, factors such as parents' education and socio-economic background have no significant relationship with students' reported academic achievement. Also in the words Ogunshola & Adewale (2012) stated that parents' socioeconomic status and parents' educational background had no significant influence on students' academic performance. The results of this study contradict with previous research from Matus (2016) with the title The effect of income level and parents' education level and learning discipline on the learning achievement of State High School students in Bangkalan.

The results of this study indicate that there is an effect of parents' income level on learning achievement. The same research results are shown by research Melynia (2019), with the title The Effect of Parental Income and Learning Discipline on Learning Outcomes at Smkn 5 Dumai. This study aims to determine the effect of parental income on student learning outcomes at SMKN 5 Dumai. The results showed that parental income and learning discipline simultaneously contributed significantly to student learning outcomes at SMKN 5 Dumai. Two other studies that show contradicted from this study are research by Cooper and Stewart (2021), with title Does Household Income Affect Children's Educational Outcomes? A Systematic Review of the Evidence. The 32 results lend strong support to the hypothesis that household income has a positive causal effect on children's outcomes, including their cognitive and social-behavioral development and their health. On the other hand, research by Atto et al. (2021), with title The Socio-Economic Status of Old People Against Student Achievement in Class Ten at Manufui High School, Biboki selatan Subdistrict, Timor Tengah Utara District. The results showed that there was an influence between the socioeconomic status of parents on student achievement From the previous research has generally resulted that parents' income has an effect on student learning achievement, this is also supported by a statement from Slameto in Mulyani (2018) If a child lives in a poor family then the child's basic needs are not met so that the child's learning is disrupted. Another consequence is that the child is always sad so that the child feels inferior to his friends, this will also interfere with the child's learning. Even so, this study provides different results, that parents' have no effect on English learning achievement. This result has been shown by numerical data and student interview results. Students from low income, middle income and high income in this study get almost the same facilities and treatment so that their English learning achievement are not significantly different.

CONCLUSION

From the analysis above, it has been identified that parents' income does not have effect that they play in the results of English achievement of the students from Senior High School 1 Rasau Jaya. This is known or clarified by the expository state of this study. The data shows that, parents' income has no effect on student English achievement because between group have a significant value $0.947 > 0.05$, which in this case the value significant greather than 0.05. On the other hand, Comparisons between groups have a significant

value as follow; Low income value 0.095, Middle Income value 0.994, and High value 0.074. Other things that support parents' income have no effect on student English achievement is the parents of students both from low income levels, middle income levels and high income levels are very concerned about their children's learning facilities. Such as providing a comfortable study place at home, giving children an English dictionary to cellphones to support learning. On the other hand, Senior High School 1 Rasau Jaya also provides books as learning guidelines guided by subject teachers very well. In conclusion, Parents' income has no effect on English achievement at Senior High School 1 Rasau Jaya. Their cooperation is very good in supporting children's learning, both facilities from parents and the school.

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