

**THE INFLUENCE OF STUDENT'S ECONOMIC  
BACKGROUND ON THEIR EFL ACHIEVEMENT**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN**

**UNIVERSITAS ISLAM NEGRI AR-RANIRY BANDA ACEH**

**2024 M / 1445H**

**THESIS**

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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Date: 22/Mei/2024

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

10 Juli 2024

Wednesday, 4 Muharram 1446 H

In Darussalam, Banda Aceh

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### **THE INFLUENCE OF STUDENT'S ECONOMIC BACKGROUND ON THEIR EFL ACHIEVEMENT**

adalah benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kekeliruan atau kesalahan didalamnya, maka sepenuhnya akan menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 23 Mei 2024

Saya yang membuat surat pernyataan



Nurhafiratul Muslimah

## ACKNOWLEDGEMENT



All praises be to Allah the almighty, who has given me the blessing, strength, spirit, health, and capability to accomplish this thesis. Furthermore, *Shalawat* and *Salam* always be given to our prophet Muhammad SAW, his family, and companions who have guided mankind to the world of knowledge.

First and foremost, I would like to express my deepest gratitude to my advisor, Siti Khasinah, S.Ag., M.Pd, for your guidance, expertise, and insights which have been invaluable, and this thesis would not have been possible without your constant mentorship and constructive feedback. I am also deeply grateful to the Department of English Language Education of *Fakultas Tarbiyah dan Keguruan* UIN Ar-Raniry Banda Aceh for providing me with the necessary resources and a conducive environment to pursue my research. Special thanks to all lecturers and administrative staff, for their assistance with logistical and bureaucratic matters.

On a personal note, I am eternally grateful to my family. To my parents, H. Abakar and Hj. Hasmiati, S.Pd, thank you for instilling in me the values of perseverance, integrity, and hard work from the earliest days of my education. To my siblings, Auliya Saputra, S.E, and Dewi Ariska (our future doctor) thank you for your constant support and belief in me. Your positivity and enthusiasm have been a constant source of joy and motivation. Your unwavering love,

encouragement, and belief in my abilities have been the cornerstone of my journey. Your sacrifices, big and small, have provided me with the opportunities to pursue my dreams, and this thesis is as much a testament to your support as it is to my efforts.

Appreciate and gratitude to my friends, especially members of Multifungsi Group who always offer a listening ear to my complaints and provide exceptional support throughout this journey. Your encouragement has meant more to me than I can express. To everyone who has contributed to this thesis in one way or another, thank you so much. Your help has been instrumental in the completion of this work.

Last but not least, I understood that this thesis requires stronger ideas to evaluate its shortcomings. I hope that this thesis will be a valuable asset to me and particularly to the students of the Department of English Education at UIN Ar-Raniry.

Banda Aceh, May 19<sup>th</sup> 2024  
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## ABSTRACT

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Thesis working title : The Influence of Student's Economic Background on Their EFL Achievement  
Main supervisor : Siti Khasinah, S.Ag., M.Pd  
Keywords : Student's economic background, achievement

This study explores the positive correlation between students' economic backgrounds and their English as a Foreign Language (EFL) achievements. In this study, the researcher used a qualitative research method, and the data was collected through a semi-structured interview. The sample for this research was PBI students from batch 2020 who had already gained a stable GPA. The researcher selected ten participants with five students with the highest GPAs (3.51 to 4.00) and five with the lowest GPAs (2.90 to 0), focusing on those whose parents hold high economic status jobs such as civil servants class IV and above, wholesalers, big businessmen, and doctors earning over IDR 3,500,000 per month. The result showed that students' economic background influences their achievement, especially in obtaining the GPA. The analysis reveals a significant positive correlation, indicating that students from higher economic backgrounds tend to perform better in EFL assessments. Factors contributing to this trend include access to additional educational resources, supportive learning environments, and opportunities for extracurricular language practice. These findings suggest that economic background plays a crucial role in EFL achievement, underscoring the need for policies that address educational inequalities and provide targeted support to economically disadvantaged students. This research highlights the importance of creating equitable educational opportunities to ensure all students can achieve their full potential in learning foreign languages.

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# CHAPTER I

## INTRODUCTION

The first chapter consists of the background of the study, research questions, aims of the study, significance of the study, and research terminology.

### A. Background of Study

English has evolved into a global lingua franca that people use to talk to each other worldwide, even if they speak different native languages. It's commonly used in business, science, technology, diplomacy, and academics, positioning it as a vital tool for international communication (Crystal, 2003; Huda, 2000; Lauder, 2008; Jenkins, 2003). In Indonesia, English is spoken as a foreign language and has become a core study that is taught at the level of elementary school to Senior high School or Vocational school and up to the university including PBI (Program Studi Pendidikan Bahasa Inggris) at UIN Ar-Raniry. The primary goal of English language education at PBI UIN Ar-Raniry is to equip students with the necessary language skills to communicate in English effectively (Brown, 2014).

Despite the dedicated efforts put into English language education, the students' economic background significantly shapes their achievements in English as a Foreign Language (EFL). Nowadays, parents often opt to provide their children with private English tutoring to support their academic performance and enhance their language skills for several reasons. This supplemental education can be particularly beneficial in environments where English is either the medium of instruction or a significant part of the curriculum.

Luster (1998) has found a positive connection between socio-economic status (SES) and students' achievements. The environment in which a student resides also can influence the quality of available educational resources, the standard of schools, and the overall learning atmosphere. Additionally, the nature of parents' occupations can affect the support and guidance a student receives at home. Families in certain occupations may have more resources to invest in their children's education, such as access to tutoring, extracurricular activities, or educational technology. Otherwise, students from families facing economic challenges or limited access to educational resources may encounter obstacles that can impact their academic performance.

Students from wealthier families may have better access to resources, quality education, and additional support, contributing to a more conducive learning environment. According to Amiri and El Karfa (2021), students from low-income families tend to perform poorly in EFL compared to their peers from high-income families. This disparity in academic achievement can be attributed to various factors, including limited access to educational resources, lack of parental involvement, and inadequate exposure to English outside the classroom. Moreover, Majoribanks (1996) explains that socioeconomic status doesn't just impact students within the school, it also has effects outside the school. Baharudin and Moes (1995) and Horn (1992) further clarify that parents' socio-economic status influences children's performance and their ability to stay in school.

Previous researchers have carried out several studies related to student's economic background. According to Omoraka (2002), rich students perform well

in school because they have better living conditions. This environment fosters conducive conditions with access to quality food, recreational spaces, books, and other supplementary materials for students. These elements collectively contribute to facilitating effective learning at the secondary school level. Adeyemo (2006) highlights that a child's first interaction with the world occurs within their family. During childhood, they receive early education and socialization from their mother and other family members. He suggests that parents play the role of the child's first teachers, and when parents actively guide their children, they are fully committed to achieving positive results.

Siddiqui (2007) explains that understanding enrolment and dropout rates requires considering various socio-economic factors affecting students' progress at all levels. Siddiqui's study indicates that the child's parent's income and education significantly influence the student's performance. Conversely, the age of students, the number of children, and the poverty of parents are inversely related to students' performance. Despite government efforts, there is a significant gender disparity, with a 43% enrolment rate for females in primary schools and a 63% rate for males, highlighting severe gender inequality.

Furthermore, the investigation into the relationship between students' economic backgrounds and their achievements in EFL is motivated by the recognition that economic factors can significantly influence educational outcomes. This study seeks to explore how varying economic circumstances impact students' achievement in EFL, especially in getting the grade-point average (GPA). Students from wealthier families may have better access to resources, quality education, and

additional support, contributing to a more conducive learning environment. While, economic challenges may lead to stress, distractions, and limited access to crucial tools like computers and the Internet. Understanding the relationship between economic background and EFL achievements is essential for developing inclusive strategies that address students' diverse needs, which aim to reduce disparities and promote equitable language learning opportunities. By investigating this connection, the study aims to offer valuable insights for educators, policymakers, and stakeholders working towards ensuring fair access to EFL education and promoting socio-economic inclusivity.

### **B. Research Question**

Based on the background that has been described, the problem is formulated as follows: “What are students' perceived impact of their economic background on their EFL achievements?”

### **C. Aims of Study**

This research investigates the relationship between students' perceived impact of their economic background on their EFL achievements.

### **D. Significant of The Study**

#### **1) Lecturers**

Understanding the link between economic background and EFL achievements can shed light on potential disparities in educational outcomes. It helps lecturers identify whether students from different economic backgrounds face unequal opportunities in language learning and academic success.

## 2) Students

It can have several implications that directly impact their educational experience and outcomes. Knowing the relationship between economic background and EFL achievements can motivate students to set realistic and achievable language learning goals. It provides a context for students to understand the importance of their efforts and persistence in language acquisition. Students also can adopt strategic learning approaches that suit their individual needs. This might involve seeking out alternative learning resources, forming study groups, or engaging in language immersion experiences.

### E. Research Terminology

There are some terminologies provided by the researcher as follows:

#### 1) Economic background

Economic background typically refers to an individual's or a group's financial and economic circumstances. It encompasses various factors such as income level, employment status, education, wealth and assets, and socio-economic status (SES).

In this context of education, an individual's economic background refers to the economic circumstances and the finances of their family or household which plays a crucial role in influencing educational achievement and outcomes. This concept is often linked to the idea of socioeconomic status (SES) which encompasses factors such as income, education, place of residence, and occupation.

## **2) EFL (English as a Foreign Language)**

English as a Foreign Language (EFL) refers to the learning of English by individuals residing in a location where English is not the primary language of communication (Gebhard, 2006). Additionally, he noted that in such environments, students have limited opportunities to encounter English for communication beyond the classroom. In this language learning context, especially for individuals whose first language is not English, "EFL" determination might refer to the commitment, effort, and persistence someone demonstrates in learning English as a foreign language. A similar definition is expressed by Harmer (2007), an EFL student, in the context of his teachings, is an individual who is engaged in the process of learning English in an environment where English is not the primary or native language.

## **3) Achievement**

Achievement generally refers to accomplishing a task, goal, or objective. It involves the recognition or realization of one's efforts, skills, or abilities in reaching a desired outcome. In reviewing studies on factors associated with academic success, Balasubramaniam (1992) remarked, "Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see what the learner achieves. Quality control, quality assurance, and of late, total quality management of achievement have increasingly gained the attention of researchers in education."

In this research, achievement refers to the grade-point average (GPA), an average of all the grade points we have earned throughout our degree program.

Usually, a GPA scale is between 0.0 and 4.0. It's meant to score us during our studies and shows whether our overall grades have been high, medium, or low.





## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher discusses several theories related to research for discussion. It aims to provide a deeper understanding of the research topic that was chosen based on the research's need for a thorough understanding.

#### **A. English Language Achievement: A comprehensive overview**

Language is a crucial tool for communication, cognitive processes, and gaining access to information, making it a central factor in academic success. This significance is particularly pronounced for English Learners (ELs), especially at PBI Ar-Raniry, where English serves as the primary medium of instruction even the students at the university considered EFL students. Furthermore, English language achievement also takes a significant educational milestone which encompasses various language skills, including listening, speaking, reading, and writing.

Hamid and Nguyen (2016) investigated the broader educational policies related to English as a Foreign Language (EFL) in Asia in response to globalization. The research found that countries like Bangladesh, Indonesia, Malaysia, and Vietnam, much like the situation in Africa, adopted national EFL policies to provide their students with a language skill seen as essential for the socio-economic progress of these nations. This was believed to help these countries integrate into the global market as a byproduct.

According to Genesee & Hamayan (2000), achieving proficiency in the English language is a commendable accomplishment that opens doors to various

educational and professional opportunities. When someone attains a significant level of competence in English, it signifies more than just linguistic skill. It reflects a dedication to the learning process and a mastery of the language's intricacies. For instance, a student may achieve success by excelling in English language exams or coursework, demonstrating a profound understanding of grammar, vocabulary, and effective communication. Such achievements are often acknowledged academically through awards or recognitions usually called the grade-point average (GPA), highlighting the individual's commitment to language learning especially in university. Moreover, mastering English can serve as a foundation for academic success in other subjects, as many educational institutions use it as the primary medium of instruction. Overall, achieving proficiency in the English language is a noteworthy educational milestone with far-reaching implications for personal, academic, and professional growth.

Phye (1997) points out, that achievement is characterized by the successful demonstration of skills or knowledge in a specific area, as well as progress in an educational setting. In essence, the accomplishment in learning English can be seen as the grade-point average (GPA) in proficiency attained or the outcomes achieved as a consequence of advancing in English education. Along with that, English language achievement can be defined as the score gained for the ability to repeat language elements that have been taught and mastered at some level. It is the accumulation of building blocks of language throughout one's language-learning journey. English language proficiency, on the other hand, is the ability to use and

comprehend spoken and written English at a level sufficient for safety within the scope of practice.

Consistently doing well in English helps not just in school but also in talking with others. Getting better at English isn't just good for learning; it also helps in becoming better at lots of things, like jobs and making friends around the world. Keep working on your English, and it will open up more chances for you and let you connect with people from different places.

### **B. The Effect of Economic Factors on Students' Achievement**

The term "Economics" comes from the ancient Greek word "oikonomikos" or "oikonomia," where "oikonomikos" denotes "the task of managing a household." In French mercantilist circles, the term "economy politique" or political economy was employed to refer to affairs associated with public administration. Adam Smith, a Scottish philosopher often regarded as the inaugural modern economist, provided a definition perspective on economics. He characterized economics as "an inquiry into the nature and causes of the wealth of nations" (Smith 1759). Smith is considered the father of modern economics and is known for his theories on capitalism, free markets, and the role of self-interest in economic systems.

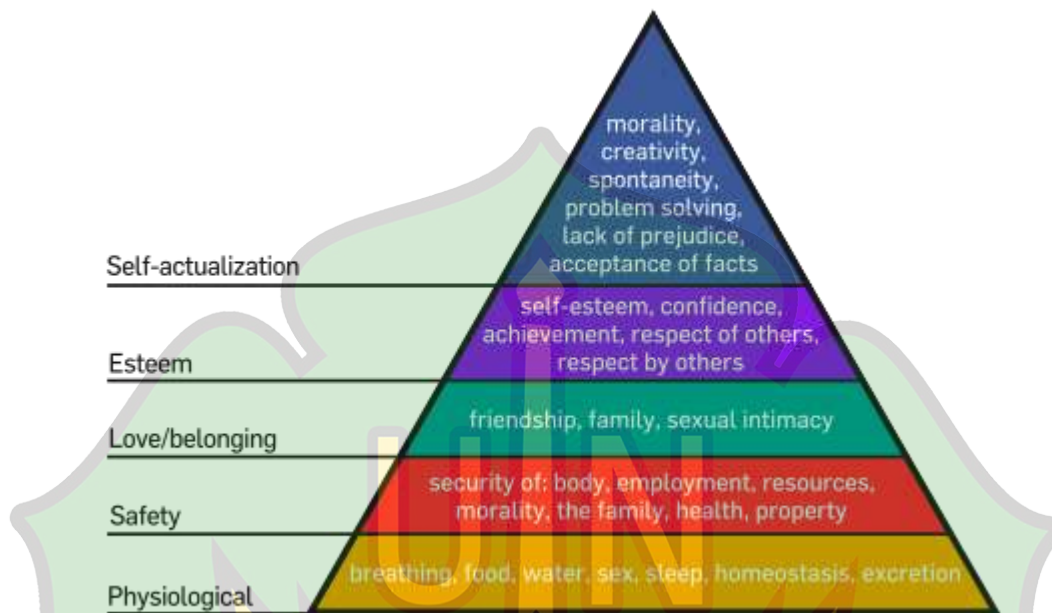
The impact of economic factors on students' academic achievement (GPA) is a multifaceted issue encompassing various dimensions of educational outcomes that influence not only individual students but also the broader educational environment. Ellis (1994) says that your social class can affect how well you do in life. This connection is mostly because of how much education you have, how much money you make, and the type of job you have. Students hailing from economically

disadvantaged backgrounds often encounter challenges in accessing crucial educational resources, including tutoring, technology, and extracurricular opportunities.

Additionally, the school environments in economically deprived areas may suffer from resource shortages and a lack of experienced teachers, potentially affecting the overall academic quality. Parental involvement, a critical factor in students' success, is also influenced by economic circumstances, impacting time availability and the ability to provide educational support. Moreover, economic disparities can affect students' health and well-being, with limited access to nutritious food and healthcare potentially hindering cognitive development. The stress associated with financial difficulties may also impact students' mental health, influencing their academic focus. Aspirations for higher education and future career opportunities can be shaped by economic considerations, impacting students' motivation and long-term academic and career trajectories. This intricate interplay of economic factors underscores the need for a comprehensive understanding of the challenges faced by students in different socioeconomic contexts.

Maslow (1943) stated that economics serves as a crucial tool for boosting motivation within a society. To fully grasp this concept, it is essential to incorporate Maslow's Economic Theory, also known as Maslow's Motivational Theory. The hierarchy of needs theory, initially introduced in psychology, was first presented by Abraham Maslow in 1943 in the scientific article titled "Theory of Human Motivation." It was subsequently fully articulated in his 1954 book titled "Motivation and Personality." Here is the illustration of Maslow's Economic

Theory, accompanied by a comprehensive explanation of its fundamental principles:



The diagram effectively illustrates the concepts and aspects of economic factors to anyone interested, featuring five stages in the theory. In the first stage known as the physiological stage, fundamental needs like food, shelter, sex, and sleep are addressed (Edward 2000). Economic considerations are present in nearly every aspect mentioned, emphasizing the importance of economic flow in acquiring necessities like food and shelter. Maslow suggests that as basic needs are satisfied, individuals progress to the second stage, focusing on safety, encompassing aspects such as friendship, employment, resources, health, and property. The third stage, Love/Belonging, also incorporates economic provisions tied to friendship, sexuality, love, and affection (Edward 2000).

Esteem and Self-Actualization, the subsequent stages, are closely linked to economic prosperity, as the fulfillment of these elements depends on economic well-being (Edward 2004). Economic conditions, whether fragile or prosperous, automatically enhance an individual's confidence, esteem, and respect. The final element in the diagram is self-actualization, representing a person's aim and intention to become (Edward 2006).

Indeed, there is a strong connection between economic growth and our needs. This is because when someone's income increases, they can afford to buy more things. To put it simply, with more money, people buy more food, invest in expensive homes, and better education and those in rural areas can improve their sanitation. Money also serves as a motivation for people to study more and work efficiently.

#### **a) The Impact of Parents' Financial Status on Students' Achievement in EFL Classrooms**

Parents' financial situation plays a significant role in influencing students' achievement, especially the GPA in English Language, as highlighted by Odebumni (1988) and Egbule (2004). They stressed that finances are crucial for handling students' expenses, and a lack of financial resources can negatively impact academic performance. Conversely, when students' financial needs are adequately met, it may positively contribute to their academic achievements.

Srivastava, Singh, and Thakur (1980) observed a positive correlation between high socio-economic status and academic achievement, suggesting that

students from families with higher incomes tend to perform better. This sentiment is echoed by Eggen and Kauchak (2002) and Ward (2002), who identified a direct relationship between socioeconomic status and students' performance in secondary schools. Indeed, a higher socio-economic status is associated with improved academic outcomes. Brooks-Gunn and Duncan (1997) examined national longitudinal datasets, including the Panel Study of Income Dynamics (PSID), the National Longitudinal Survey of Youth (NLSY), the Children of the NLSY, the National Survey of Families and Households (NSFH), the National Health and Nutrition Examination Survey (NHANES), and the Infant Health and Development Program (IHDP). They concluded that family income significantly influenced children's academic achievements. The authors also discovered that children raised in low-income households are more likely to leave school compared to those who encountered poverty later in life.

In the study conducted by Hamid (2011), a coherent link was identified between family income and students' achievements in the English language. The research uncovered that students whose parents enjoyed a higher family income consistently secured elevated grades in aptitude tests and excelled in senior school certificate examinations in English. This observation was corroborated by Shamim (2011), who asserted that students with parents in higher income brackets tended to exhibit superior performance in English compared to their counterparts from lower-income families. The underlying rationale for this positive correlation was attributed to the early exposure of students from affluent families to English

medium schools, differing from the experiences of students whose parents fell within the lower income bracket.

While it is logical to explain these observations, the frequent attendance of economically disadvantaged individuals at school does not necessarily correlate with proficiency in learning the English language. Students from lower economic backgrounds may excel in subjects like mathematics and other sciences, but not necessarily in foreign languages. Additionally, the statistic indicating that 75% of college students come from the lower class can be attributed to demographic factors, given the larger population density of the lower class. Even if wealthier students seem less interested in education, it is not fair to say they perform poorly in English. The idea that having wealthier parents positively affects English performance is more likely, as discussed earlier and explained further in the following sections.

#### **b) Parents' Occupation and The Achievement of Students**

Parents are important role models for kids. Parents with a positive influence can affect their children more than those who may not have strong personalities (Borodovsky & Gogarten 2010). The occupational backgrounds of parents wield a substantial influence on students' educational journey. The type of work parents engage in can impact the financial resources available for education and the level of support and emphasis placed on academic success within the household. Research consistently indicates that children of parents with professional or skilled occupations tend to demonstrate higher academic performance. Beyond financial resources, these parents often contribute to a conducive learning environment,



fostering a positive attitude toward education. Conversely, students with parents in less skilled occupations may encounter additional hurdles, emphasizing the intricate link between parental occupation and students' academic achievements.

Several studies have explored the connection between parents' occupational status and students' academic achievement, revealing that students with parents in professional and white-collar jobs are approximately one-third more likely to pursue university education compared to those with parents in blue-collar occupations (Long et al., 1999, p. 61). Önür (2013) examined how family income affects students' school performance. The research showed that more students with mothers who were teachers and fathers with white-collar jobs attended the science high school than the regular school. Similarly, an earlier study by Williams et al. (1993) found that students with parents in professional backgrounds exhibited higher rates of participation in higher education compared to those with parents in lower-status occupational groups. Moreover, parents' occupational level is observed to positively impact students' performance, influenced by factors such as role models, career aspirations, and the provision of educational resources (Williams et al., 1993; Long et al., 1999; James, 2002).

In conclusion, recognizing the impact of parents' occupational levels goes beyond academic achievement; it encompasses shaping students' ambitions, resilience, and career trajectories. Creating a supportive educational environment involves addressing these multifaceted influences to foster a more inclusive and equitable educational landscape.

### C. Previous study

There are several previous studies indicate that students' economic background influences their achievement for EFL including families providing psychological support to their children and fostering skill development yielding more favorable outcomes. Memon et al. (2010) conducted a study at the Department of Karachi University, focusing on the Malir district. The research sampled six secondary schools, gathering data from parents' addresses using a pre-constructed questionnaire. The data evaluation, performed through percentages, led to the conclusion that students with well-educated parents tended to perform better in matric exams compared to those with less educated parents. The study highlighted a significant and positive correlation between the educational and occupational status of parents and the academic achievements of secondary-level students.

Another study by Sulemal et al. (2012) aimed to explore the impact of parental socio-economic status on the academic achievements of secondary-level students in District Karak. Using data from the district, they employed chi-square and percentages for data analysis, revealing a significant influence of parental socio-economic status and income on the achievements of secondary school students. The study highlighted the noteworthy effect of parental income on students' accomplishments, emphasizing that the educational level and occupational status of both fathers and mothers significantly affected students' achievements at the secondary level. Additionally, Shah (2012) conducted a similar study in D.I. Khan District, selecting a sample of 20 students. By applying

rank correlation and chi-square statistical formulas, Shah found a positive and strong correlation between socio-economic status and academic achievements of students at the secondary level.

In their research article, Sherraden et al. (2011) explored the impact of parents' assets on their children's educational achievements, spanning from secondary schooling to college level. The study revealed the interconnectedness of parental roles and students' academic expectations with the financial status of the parents and the household's living conditions. The research emphasized that both factors were linked to the student's experiences in secondary school education and attendance at the college level. Notably, the article highlighted that family income, when measured using typical metrics, did not show a significant influence on educational outcomes.

Hamid and Baldauf (2011) conducted a qualitative study delving into the sociology of English as a Foreign Language (EFL) learning. Their research focused on analyzing social variables that influenced the academic experiences and perceptions of EFL learning among 14 learners in rural Bangladesh. The study revealed significant differences related to students' socioeconomic backgrounds and their perspectives on EFL learning. For instance, students from economically disadvantaged backgrounds acknowledged the importance of learning English, recognizing its valuable linguistic capital. However, despite this awareness, participants did not perceive the real impact of English proficiency. The study highlighted the challenges stemming from poor educational conditions in rural schools and unprepared EFL teachers, leading students to view their

socioeconomic status as a hindrance to achieving desired English proficiency. The article underscored the importance of implementing egalitarian educational policies that mandate EFL lessons across all school levels. Nonetheless, the authors cautioned that social mobility narratives alone might not be sufficient for developing English competencies in socioeconomically disadvantaged sectors.

A study by Morgan et al. (2009) claimed that low-class students develop academic skills slower than children from higher socio-economic status groups. In other words, high-class Moroccan students had the chance to have access and enroll in highly sophisticated private schools, meet native speakers in foreign countries, attend conferences and workshops, and so on. On the other hand, low socioeconomic status students are less likely to have experiences that encourage the development of fundamental skills since they have fewer resources to draw on.

These studies collectively underscore the crucial role of socioeconomic factors in shaping students' academic achievements, particularly in the realm of English as a Foreign Language (EFL) learning. While it sheds light on the complex interplay between economic status and academic outcomes, their research focus, methods, and the specific aspects of socioeconomic status under consideration differ.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher describes the research method. It covers the following topics: research design, population, and sample, techniques of data collection, data collection instrument, and data analysis.

#### **A. Research Design**

This study is conducted based on the qualitative descriptive method, a type of study that aims to comprehensively understand various aspects of the subject, such as behavior, perception, motivation, and actions. This approach, as described by Moleong (2010, p.6), involves explaining phenomena holistically and presenting the results through words and sentences. According to Punch (1998, p. 29), unlike quantitative research, qualitative research does not rely on numerical data. Punch also notes that in qualitative research, both the research question and the method start broadly and become more specific as the study advances. Therefore, as this study aims to investigate the relationship between students' perceived impact of their economic background on their EFL achievements (GPA), the researcher used the description and explanation to investigate the samples. However, the researcher needs the data from the samples through interviews with these students.

#### **B. Participant**

Cresswell (2003) asserted that qualitative research occurs within authentic environments like schools, workplaces, or residences. Therefore, this study was conducted at UIN Ar-Raniry Banda Aceh. The population is all PBI student batch

2020 with 86 total active students that already gained the GPA as the achievement they have got for their academic performance. As Creswell said, “A population is a group of individuals with the same characteristic”. Creswell (2012, p.142). The purposive sampling approach was adopted. Creswell (2014) recommends being purposeful in selecting participants who can offer valuable insights into our research question.

In purposive sampling, individuals are chosen based on the belief that their inclusion will enhance the contribution to your analysis. The researcher selects two levels of score from the highest to the lowest GPA with five persons of each to guide them to the interview. The highest GPA score is considered from 3.51 up to 4.00 whereas the lowest starts from 2.90 to 0. It also includes children whose parents' jobs show high economic status, civil servants class IV and above, wholesalers, big businessmen, and doctors with an average income of more than IDR 3,500,000 per month.

### **C. Research Instruments**

The researcher employed the interview method because qualitative research seeks to deeply understand opinions and behaviors occurring within specific social phenomena by exploring the subjective experiences of individuals involved. An interview was used to obtain verbal comments from EFL students about the students' perceived impact of their economic background on their EFL achievements (GPA). However, before interviewing the participants, the researcher had already done the observation with the English department at PBI Uin Ar-Raniry to get to know the GPA of the participant that she wanted to choose. The interview

serves as a means of communication or interaction aimed at gathering information through a question-and-answer exchange between researchers and informants or research subjects (Raharjo, 2011). As outlined by Creswell (2008), a qualitative interview takes place when researchers pose broad, open-ended questions to one or more participants and document their responses.

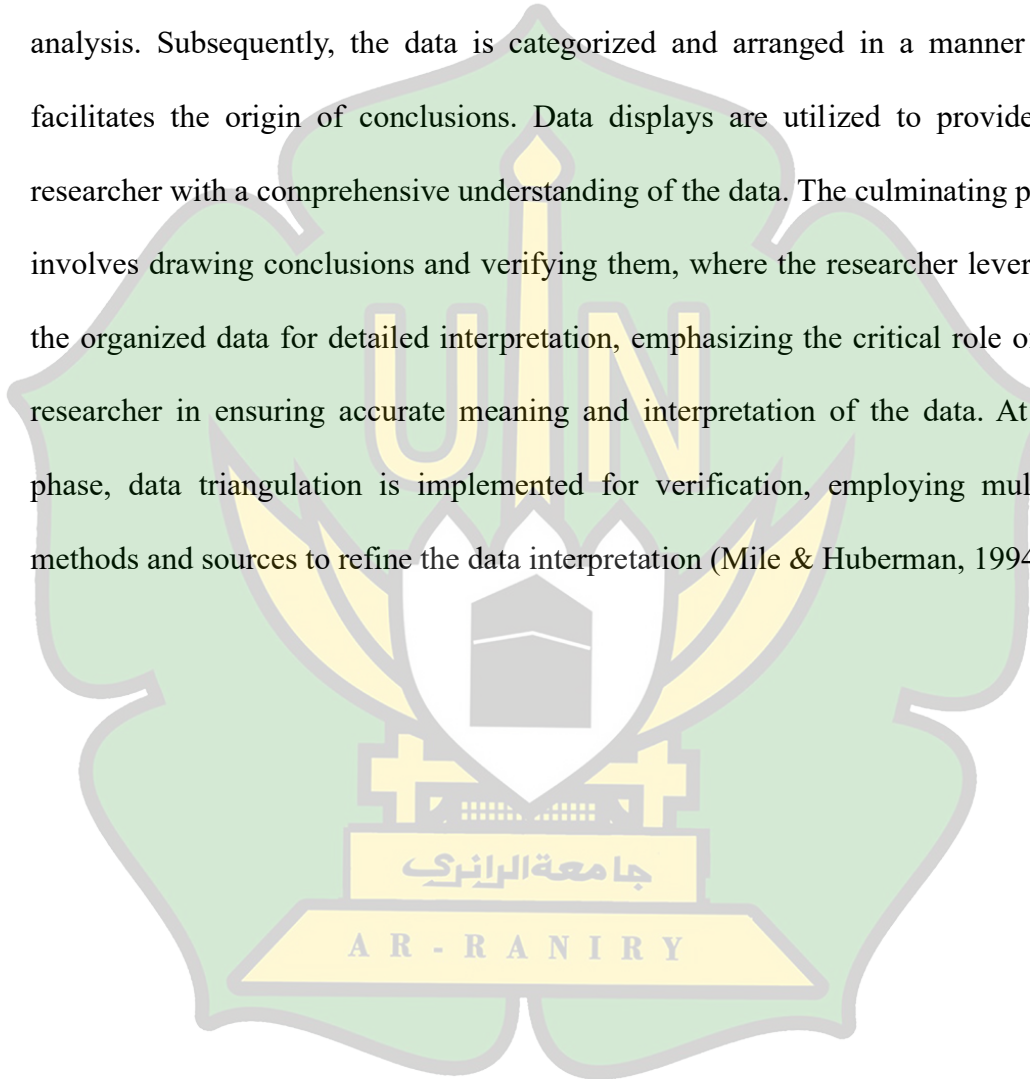
The type of interview used in this study is semi-structured interviews which include closed and open-ended questions and follow-up why and how questions. While dialog can deviate from planned topics, like in a regular or we might end up discussing entirely unexpected things (Adams, 2015). This interview is conducted to obtain verbal comments from EFL students about the perceived impact of their economic background on their EFL achievements (GPA). The question in the present study included some factors about the economic factors affecting students' performance; the parents' financial status, the parents' occupation, and the parents' education and its reflection on the students' performance in the English Language.

#### **D. Data Collection and Analysis**

To collect the data, the researcher provided a list of questions that related to students' perceived impact of their economic background on their EFL achievements. Hancock (2009) said that when you research and look at the information you have gathered, you need to organize it in a way that shows the most important parts. In this study, the interviews were written down and then looked at closely to understand what people said during the interviews. In the examination of the interview data, the researcher employed the interactive approach to qualitative data analysis as described by Miles et al. (2014). This approach contained three

main phases: data reduction, data displays, and drawing conclusions and verification.

During data reduction, the researcher sifts through the collected data to select pertinent information, which is then organized into clusters for further analysis. Subsequently, the data is categorized and arranged in a manner that facilitates the origin of conclusions. Data displays are utilized to provide the researcher with a comprehensive understanding of the data. The culminating phase involves drawing conclusions and verifying them, where the researcher leverages the organized data for detailed interpretation, emphasizing the critical role of the researcher in ensuring accurate meaning and interpretation of the data. At this phase, data triangulation is implemented for verification, employing multiple methods and sources to refine the data interpretation (Mile & Huberman, 1994)





## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings of the study and its discussions that were carried out before.

#### **A. Research Findings**

This research used a semi-structured interview with 10 participants. The primary data collection is to find the relationship between students' perceived impact of their economic background on their EFL achievements. The data was collected on April 24th - 29th, 2024. The selected informants had the initials P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10.

Based on the interview results, 8 out of 10 students agreed that students' economic background impacts their EFL achievements. It has a significant and positive correlation between the financial status of parents and academic achievements. In this case, the achievement is related to the GPA.

As mentioned by (P1), (P8), and (P6):

“I believe that one of the reasons why a child can have a high GPA is because there are parents who support their child's learning. One way is to be given tutoring. So, I believe that there is an influence of economic background on children's achievements because usually, parents will try to facilitate their children in any way, whether in terms of providing private courses, books, laptops, places to study, etc.”(P1)

“...GPA depends on economic background because people who have good economic conditions also have good facilities which can support someone in learning...” (P8)

“...The family's economic background influences a person's achievement, especially for GPA, but this is not forever. Many factors can influence the GPA itself, whether internal or external factors...” (P6)

It is noted that the occupational level of parents positively affects student performance, influenced by elements like role models, career goals, and access to educational resources. P4 stated the same thing:

“I strongly believe that economic background can give more support for EFL achievement. If my father had no money to send my sister and me to boarding school, I would probably have not been interested in studying English for now. He assisted me in learning a foreign language to help me to get my dream job as what they did before ...”

Parents in higher-skilled jobs often help create a good learning environment, which makes kids more positive about school. On the other hand, kids whose parents have lower-skilled jobs might face more challenges, showing how closely parents' jobs are linked to how well kids do in school.

P2 said:

”My parents are entrepreneurs specifically in the wedding organizer, so my mom is a make-up artist...One of the examples of parental support to me is providing all language learning material such as books, the internet, and private teachers.”

Besides, there are also some effects of different types of jobs that parents have that can influence how much help and advice their child receives at home or outside. As P7 confessed:

“...Of course, parents’ occupation will impact student achievement. Sometimes people with low income may have limited access and resources to get a better education. In the end, some student decided to work to fulfill

their needs. Which means, they will have limited time to study and rest. No more energy and high emotional stress....”P7

The statement is supported by P10. The informant believes when someone considers a higher economic level, they might not think about where they can find more money to complete their needs. As P10 said:

” Based on my own experience, people from the upper middle class, especially those who want their children to go to college, don't have to think about where they can get the extra funds from because we know that going to college requires a lot of money, whether it's paying tuition fees, renting a boarding house, buying a vehicle, even money child's pocket either weekly or monthly....”

Otherwise, another two informants disagree with the theory that states students' economic background influences students' achievements. They assume that GPA is achieved because of the child's efforts and willingness, not because of the finances of their parents.

“... It depends on the individuals. From my observation, children from low-income families often have higher GPAs because they are aware of their parent's financial struggles and study hard to improve their circumstances. Otherwise, children of doctors, lecturers, or officials may have GPAs that are below the average standard....” (P3)

“The economic level of parents does not affect a child's GPA. Because it depends on the child itself, whether or not he wants to study and fulfill all duties and other obligations during college” (P9)

Furthermore, both of the respondents often find that students with high GPAs are people whose economic condition tends to be low, the child tries to get good grades or looks for better performance so that they can change the fate of his family in the future. Nowadays, if they feel that the family economy is low, they can find a solution to register or look for scholarships either on or off campus. There are so many scholarships available so there is no such thing as not going to college

because of financial constraints. It depends on whether they want to or not to look for, register, and manage the scholarship.

## **B. Discussion**

This research identifies how the students perceived the impact of their economic background on their EFL achievements through semi-structured interviews. In this section of the discussion, the analysis was conducted using the experiences of ten participants in the EFL classroom. Each participant offers a unique perspective, yet the researcher will thoroughly examine and analyze all responses to address the study's research questions. The findings of this study are presented based on research questions.

First, the researcher analyzed how EFL students perceived the impact of their economic background on their achievements. The impact of the economic background is also reflected in how students perform in the classroom. (Siddiqui,2007; and Sherraden et al,2011), have proved that the student parent's financial and occupational significantly influence the student's performance. The findings suggest that a family's economic background plays a crucial role in shaping a student's educational journey, primarily through the support and resources that financially secure parents can provide. These resources may include tutoring, educational materials like books and laptops, and conducive study environments.

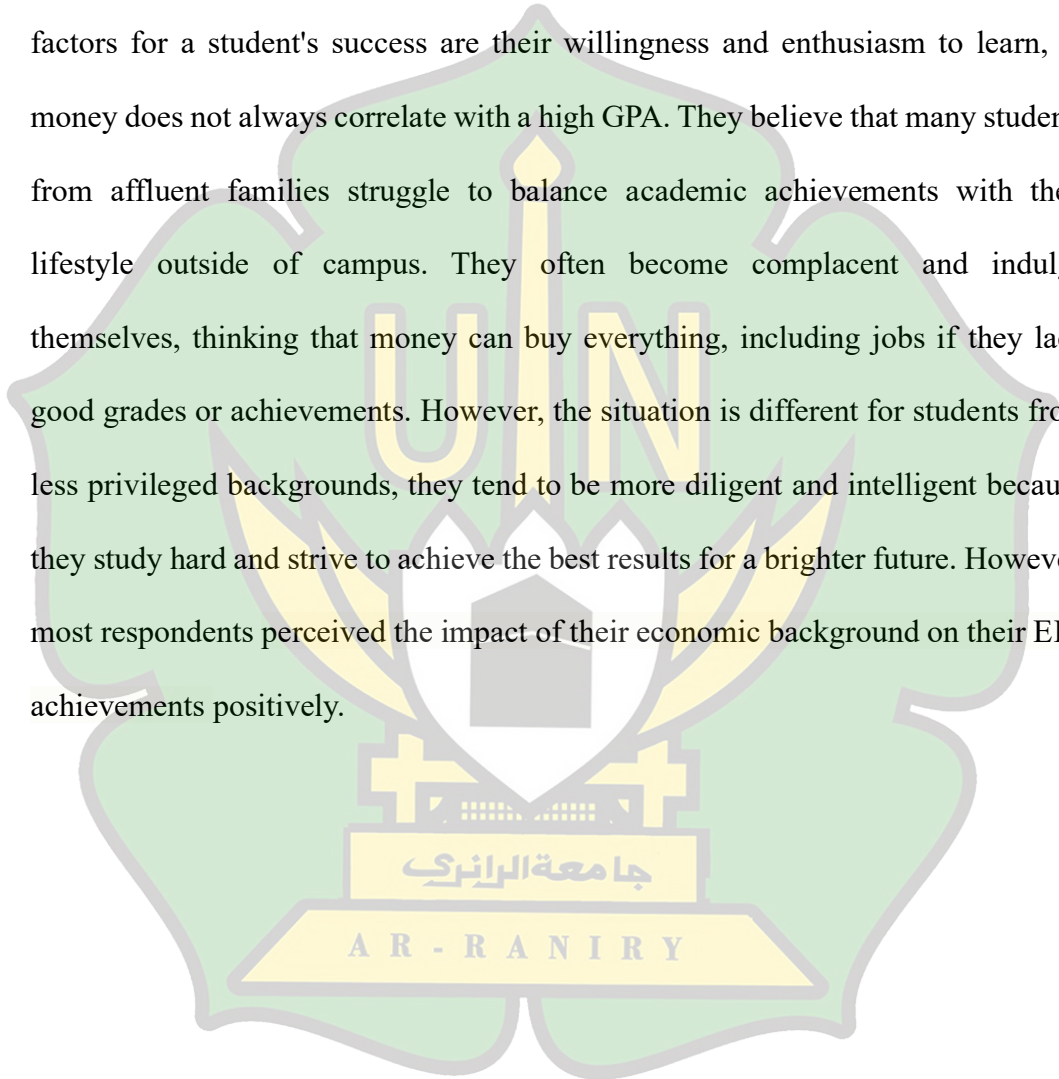
Hence, Amiri and El Karfa (2021) stated students from low-income families who gain less than IDR 1.500.000 tend to perform poorly in EFL compared to their peers from high-income families. This impact was claimed by most respondents.

The disparity in academic achievement can be attributed to various factors, including limited access to educational resources, lack of parental involvement, and inadequate exposure to English outside the classroom. These students often face challenges such as limited resources and the need to work to support their financial needs, which detracts from their time to study and rest, leading to increased stress and fatigue. In contrast, children from upper-middle-class families usually get an income of more than IDR 3.500.000 generally do not face these financial barriers, as their parents can more easily cover college expenses, such as tuition, accommodation, and personal allowances. This stark difference in economic stability often means that while some students can focus solely on their studies, others must balance education with work, potentially compromising their academic success.

Besides, research consistently indicates that children of parents with professional or skilled occupations tend to demonstrate higher academic performance. (Williams et al., 1993; Long et al., 1999; James, 2002) have proved the theory that parents' occupation level has a positive influence on students' academic performance. Some respondents admitted that this impact is driven by factors like having role models, fostering career aspirations, and providing access to educational resources. Almost all the respondents of this research are mothers who were teachers, lecturers, fashion designers, etc, and fathers with white-collar jobs who attended the science high school rather than the regular school.

Lastly, students' understanding of economic background is different from each other. In this research, two out of ten respondents explained that they disagree

with the statement there is a positive correlation between students' economic background and their achievement in EFL learning. The two informants assumed that the economic background, parents' occupation, and even income do not influence academic achievement, especially a student's GPA. The determining factors for a student's success are their willingness and enthusiasm to learn, as money does not always correlate with a high GPA. They believe that many students from affluent families struggle to balance academic achievements with their lifestyle outside of campus. They often become complacent and indulge themselves, thinking that money can buy everything, including jobs if they lack good grades or achievements. However, the situation is different for students from less privileged backgrounds, they tend to be more diligent and intelligent because they study hard and strive to achieve the best results for a brighter future. However, most respondents perceived the impact of their economic background on their EFL achievements positively.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This section offers both conclusions and suggestions. The conclusion provides a synopsis of the data analysis and discussion, while the suggestions outline the study's potential contributions to future research in the field by other scholars.

#### **A. Conclusion**

Based on the analysis and discussion above, it can be concluded that economic background encompasses a spectrum of financial and socio-economic factors that define an individual's or group's circumstances. It includes elements such as income level, employment status, education, wealth, and socio-economic status (SES), all of which significantly influence educational achievement and outcomes. Understanding the nuances of economic background is essential for addressing disparities and fostering inclusive educational environments.

This research delves into the intricate relationship between students' economic backgrounds and their achievements in English as a Foreign Language (EFL). Through the exploration via semi-structured interviews, it becomes evident that while economic privilege often correlates with academic success in EFL, individual agency and resilience play pivotal roles. The findings underscore the need for holistic approaches to education that address the multifaceted influences of socioeconomic factors while empowering all students to thrive. Ultimately, by acknowledging and navigating this

complexity, we can work towards a more equitable educational landscape that fosters inclusive excellence for every learner.

## **B. Suggestion**

The researcher provides several suggestions for further research to be conducted on the topic of the link between economic background and EFL achievements.

1. Future researchers are encouraged to explore additional research inquiries incorporating the concept of investigating the economic background, thus delving into broader aspects to yield more comprehensive insights.
2. Subsequent studies are anticipated to increase the number of students involved as participants to facilitate a comparison of their perspectives on the correlation between economic background and student achievements.
3. The researcher also anticipates that future studies will thoroughly consider the diverse characteristics of students in various classes.

The results of this study are also expected to assist educators in discerning whether students from varying economic backgrounds encounter disparities in language acquisition and academics. Furthermore, understanding how economic background influences EFL achievements can inspire students to set practical and reachable language learning targets. It gives students a framework to grasp the significance of their hard work and determination in language acquisition.



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## APPENDICES

### APPENDIX 1: Appointment Letter of Supervisor

  
**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: B-1714/Un.08/FTK/Kp.07.6/01/2024

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**  
**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang :**

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

**Mengingat :**

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

**MEMUTUSKAN**

**Menetapkan :** Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.


**KESATU :** Menunjuk Saudara :  
**Siti Khasinah, S.Ag., M.Pd.**  
.....  
Untuk membimbing Skripsi  
Nama : Nurhafiratul Muslimah  
NIM : 200203008  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : **The Influence of Student's Economic Background on Their EFL Achievement**

**KEDUA :** Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

**KETIGA :** Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;


**KEEMPAT :** Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

**KELIMA :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 31 Januari 2024  
Dekan  
  
Saiful Muluk

**Tembusan**

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



## APPENDIX 2: Research Letter



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

---

Nomor : B-3256/Un.08/FTK.1/TL.00/4/2024  
 Lamp : -  
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
 Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
 Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : NURHAFIRATUL MUSLIMAH / 200203008  
 Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
 Alamat sekarang : Lamgugop, Jln. Kaye Adang II.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Student's Economic Background on Their Efl Achievement*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 April 2024  
 an. Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Berlaku sampai : 31 Mei 2024



### APPENDIX 3: List of Questions for Interview

**THESIS TITLE:** The Influence of student's economic background on their EFL achievement

1. What do you think about learning English as a foreign language? (is it easy or not?)
2. How do you usually learn English? Self-study or not?
3. Have you ever had an English private course before?
4. Do you believe there are differences in EFL achievement between students from varying economic backgrounds at your university? If so, why?
5. What is your parent's occupation and how much do they earn? (<2 million, 2-5 million, >5 million)
6. According to you, does the high or low income of your parents affect learning?
7. Can you describe the resources and support you have access to for learning English outside/inside of school?
8. How does the availability of educational resources at your home (such as books, internet access, and study spaces) جامعة
9. In your opinion, what changes at your home, college, or community level could better support EFL learners from diverse economic backgrounds in achieving high GPAs?

## AUTOBIOGRAPHY

1. Name : Nurhafiratul Muslimah
2. Place/ Date of Birth : Geulanggang labu/ April 1<sup>st</sup> 2002
3. Sex : Female
4. Religion : Islam
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10. Parents
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  - b) Mother's name : Hasmiati, S.Pd.
  - c) Father's occupation : Farmer
  - d) Mother's occupation : Teacher
  - e) Address : Matang Gelumpang Dua, KAB. Bireuen

Banda Aceh, May 19<sup>th</sup> 2024  
The writer

Nurhafiratul Muslimah