Examination of the Role of Family Socioeconomic Status and Parental Education in Predicting English as a Foreign Language Learners' Receptive Skills Performance

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Abstract

There is a stereotype of a correlation between family socioeconomic status and parental educational background with the student's achievement. Therefore, this study aims to know in-depth roles. Examine 60 students of Melati Junior High School Samarinda in their performance on reading and listening comprehension tasks. There is a significant relationship between Socioeconomic Status (SES) and parents' educational background using the correlational method, non-experimental. Nevertheless, it s not always that students with low socioeconomic and parents' educational backgrounds get low scores and vice versa. Likewise, students with high educational backgrounds of their parents do not necessarily get high grades in school. Several factors revealed that SES and Educational background is the main predictor of academic achievement.

Keywords: *Socio-economy Status; English as a Foreign Language; Reading and Listening Comprehension*

INTRODUCTION

The family is the first social institution known by children and in this family can be implanted attitudes that can influence the development of the child. The family is responsible for providing funds for children's educational needs. Family (parents) who are socially high economy will not have much difficulty in fulfilling the school needs of children, in contrast to parents whose socioeconomic conditions are low. Even so, the socioeconomic and work background does not guarantee improving children's ability in English because busy parents make children less attentive and leave all school matters to the school. According to Weiss, Caspe, and Lopez (2006), parenting, the responsibility for learning, and parent-teacher cooperation are three dimensions of family learning.

According to Ozer & Perc (2020); Ozer & Suna (2020), there is a fact that socioeconomic status (SES) is influenced more by a student's academic performance. The predictor of socioeconomic status not only the biggest one, but there is the second predictor is the parental educational background; in line with Johnson (2016) stated that there is a positive impact on a student's academic achievement, one of them is from parental educational involvement.

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The children will engage in the routines or activities that the families do at their home based on the social life in their home and other involvement such as parent educational background. This study examines both roles of socioeconomic status and parental educational background at least influence the student's achievement in listening and reading comprehension. As we know that receptive skills are different from productive skills, so the researcher wants to know whether there is a significant relationship between both predictors. There is a stereotype of a correlation between family socioeconomic status and parental educational background with the student's achievement. Therefore, this study aims to know in-depth roles. Examine 60 students of Melati Junior High School Samarinda in their performance on reading and listening comprehension tasks. There is a significant relationship between SES and parents' educational background using the correlational method, non-experimental. Nevertheless, it is not always that students with low socioeconomic and parents' educational backgrounds would necessarily get low scores and vice versa. Likewise, students with high educational backgrounds of their parents do not necessarily get high grades in school. Several factors revealed that SES and Educational background is the main predictor of academic achievement.

LITERATURE REVIEW
Socioeconomic and Second Language Acquisition

Family Socioeconomic Status and L2 learning

The major predictor is family socioeconomic status, and it has a significant effect on students' achievement in receptive skills. In line with Tan, Lyu, and Peng (2019), there are three reasons for SES is the predictor of academic achievement. First, compared to their less favored peers, high-SES guardians may conceive their part as a dynamic supporter of their children's achievement (e.g., s The moment reason relates to parents' recognition of their children's schools counting whether they are positive toward the school, whether instructors welcome their association, and whether they have got to school assets to back their inclusion supplementing teachers' endeavors in schools). Second, relates to parents' perceptions of their children's schools, counting whether they are positive toward the school, whether instructors welcome their association, and whether they have got to school assets to bolster their inclusion. Third, get the direct effect of parents' SES on the parental involvement-student accomplishment connection is to conjure the conceptual device of habitus" and "hysteresis" in a cultural capital hypothesis.

Gubbins and Otero (2019) argue that academic performance is affected by parental socioeconomic as part of parent's involvement. Also stated by Saville-Troike, M., & Barto, K. (2016) that in nations, L2 is engaged with such things as social control, political and religious practices, and economic and educational opportunities. They also emphasized that there were many socially relevant factors to categorize the people, e.g., age, sex, ethnicity, education level, occupation, and economic status. By grouping the predictors, it will be influenced their experiences, how they are viewed by others, and what is expected of them. So, the researcher compiled the data on the socioeconomic conditions of the parents of Melati JHS Samarinda were taken in mid-December, taking data from around 20 students for each class, so the total is 60 students. The parents' socioeconomic conditions are evenly distributed from all walks of life, so the results of statistical tests will vary.

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Parent educational background in Second Language Acquisition

The very basic unit of society is the family. The family consists of the nuclear family and the extended family. The closest family for children is usually a nuclear family that is mother and father called parents. Regarding academic achievement for children, parent involvement is really important, SES as the previous predictor, and also parents' educational background. The educational backgrounds of parents in Melati JHS also vary, from housewives to entrepreneurs, and this has quite an effect on student learning outcomes. This factor is part of the socioeconomic status of parents, but we can know the specific educational background of parents that indicated influenced the academic achievement of their children at school. Educational background as a second predictor has an important role because the highest education is expected to have the highest motivation to motivate their children to succeed in their school.

Emphasized by Terfassa (2018) that parents, especially mothers, are the most important person in children's lives, and their duties in controlling and programming children's experiences have a big impact on their future. Therefore, parents who have a great educational background indicated to motivate their children in their mindset to succeed.

In the study by Letts, Edwards, Sinka, Schaefer, and Gibbons (2013), the level of maternal education is measured for children's maturity. Well-educated daily will improve quality. Mother in general spends a lot of time with children to bond with their children. Jaiswal (2018) found in his research that parent involvement, i.e., great educational background, is likely more influenced in children's academic achievement than less-educated parents. The research questions of the study are as follows:

1. Is there any significant relationship between family SES and EFL learners' listening and reading scores?
2. Is there any significant relationship between parental educational background and EFL learners' listening and reading scores?

RESEARCH METHOD
Study context

The curriculum in Indonesia often changes, in this case, the subject of English. Two hours of lessons for one meeting is an allowance provided by the government for teaching and learning English activities in schools. Of course, this is one of the causes of the lack of English language skills of students in Indonesia. Most children from families with middle and upper social status must also think that they must support their children to get additional English lessons by enrolling their children in English tutoring centers as an effort to improve English competency. Likewise, with students at Melati JHS, whose majority of socioeconomic conditions are middle to high and have a fairly high educational background, it is hoped that they can improve their English language skills.

Research design

A correlational, non-experimental approach was applied in this study, in line with Privitera (2022). As emphasized by Edmond (2017), it will be more accurate to say everything in order, quantitative methods, non-experimental research, observational approaches, and predictive designs (and then, of course, correlational statistics or regression analysis is applied for

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observation data). This design tested the hypotheses and measured two or more factors to determine or estimate the extent to which the value for the factors are related or change in an identifiable pattern, conducted not more than a month by sending the link of questionnaire and placement test of listening and reading.

Instrumentation

Family economic status and parental educational background

Data on socioeconomic and parental education background was taken in the mid of December 2020. Parents with different educational backgrounds and varying socioeconomic conditions make the resulting data varied. There are 20 questionnaires that consist of parents' occupations, side jobs, income, parent's involvement, and support at home, such as guiding their children in studying or putting them into the course. Adapted from the previous research of Maksudah (2018) in the National Institute of Islamic Religion, the researcher adjusted to the principle of Queen (2012) and explained of standardization of the SES questionnaire. To measure the questions, the researcher gave four answers that consist of A, B, C, or D. A=4, B=3, C=2, or D=1. In line with (Hosseini-Shokouh et al., 2018), Socioeconomic Status or Subjective Social Status influenced the individual's mind that assessed occupation and educational accomplishment.

Oxford quick placement test listening (Oxford Online English, 2020)

This placement test was adopted from oxfordonline.com for a listening test that consists of 24 numbers

Oxford quick placement test reading (Oxford Online English, 2020)

The placement test adopted from oxfordonline.com for the reading test consists of 20 numbers
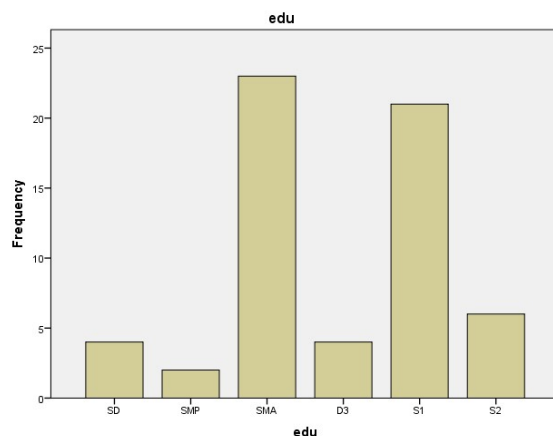
Participant

There are sixty students of Melati JHS Samarinda, with varied ages from 13 to 15 years, with the first language being Indonesian.

FINDINGS AND DISCUSSION

Family socioeconomic status (SES) and family educational background as a predictor of listening and reading comprehension.
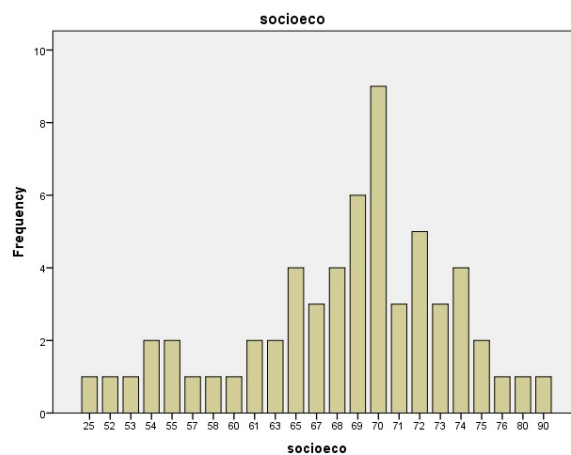
Descriptive statistics

The highest parent's educational background (*see Graph 1*) is Magister, and the lowest is Junior High School, but the majority of parents' educational background is Senior High School.

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Graph 1. Parent's Educational Background

It means that parents have the provision for educating their children to pay more attention to educational development. In addition, the condition of parents' socioeconomic status (*see Graph 2*) is at the average level; it's about 67, 20. It means that the parents are concerned with their children's education based on the parent's support at home.

Graph 2. Parents' Socioeconomic Status

Table 1 also describes the mean of each achievement of listening and reading (Hasil_LandR), which are influenced by the predictors as follows, socioeconomic status (socioeco) and educational background (edu).

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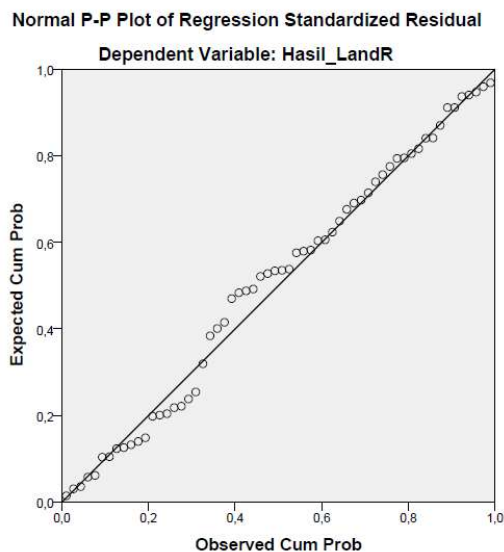*Nining Suningsih*

Table 1. Descriptive Statistics

	Mean	Standard Deviation	N
Hasil_LandR	65.03	19.405	60
socioeco	67.20	8.879	60
edu	3.90	1.374	60

After presenting the family socioeconomic status (socioeco) characteristic and educational background (edu), Researchers tested normality, multicollinearity, and heteroscedasticity first to perform multiple regressions.

Correlation Analysis

The first examination is the normality test (*See Graph 3*). The data shows that there is normal data, thus the statistical test has met the two criteria set, and the data can be said to be distributed and meet the assumption of normality.

Graph 3. Normality Test

The second examination is multicollinearity. Based on the Table 2, the tolerance is > 0,001 for each predictor, and the VIF < 1,153. It means that the data can proceed to the next step.

Table 2. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	37.119	16.213		2.290	.026		

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Table 3 explains the correlation between the result of listening and

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
	socioeco	-.053	.257	-.024	-.206	.837	.867	1.153
	Edu	8.071	1.660	.572	4.863	.000	.867	1.153
a. Dependent Variable: Hasil_Land R								

reading (Hasil_LandR) and the predictors, which are socioeconomic status (socioeco) and educational background (edu). Data had shown the significant impact of the predictors on the competence of listening and reading. The majority occupation of parents are private employees, and their income range is more than six million rupiahs per month and vice versa, with the educational background having a significant impact on academic achievement. The correlation between socioeconomic status and parental educational background is > 0,005, which means that the result of listening and reading is influenced by the predictors.

Table 3. Correlation Between Socioeconomic Status and Parental Educational Background

		Hasil_LandR	socioeco	edu
Pearson Correlation	Hasil_LandR	1.000	.184	.563
	socioeco	.184	1.000	.364
	edu	.563	.364	1.000
Sig. (1-tailed)	Hasil_LandR	-	.080	.000
	socioeco	.080	-	.002
	edu	.000	.002	.
N	Hasil_LandR	60	60	60
	socioeco	60	60	60
	edu	60	60	60

Multiple regression (F)

To predict listening comprehension from SES parameters, a multiple regression was run (*see Table 4*). These variables predicted listening comprehension statistically significantly, i.e., F (13,235) and p < 0.005. Moreover, all the parameters were added to the prediction significantly (p < 0.05). Larson-Hall, J. (2015) stated that multiple regressions were used to examine and observe the contribution or relationship of the predictor variables on L2 listening and reading comprehension.

Table 4. Multiple Regression Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7045,261	2	3522,631	13,235	,000[b]
Residual	15170,672	57	266,152		
Total	22215,933	59			
a. Dependent Variable: Hasil_L and R					
b. Predictors: (Constant), edu, socioeco					

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The purpose of the study is to examine the relationship between socioeconomic status and parents' educational background with the learner's receptive skills. The stereotype that the higher socioeconomic status and parent educational background have the best in competence was exaggerated. Some of the students whose status is in the economy and whose parents' educational background is low do not always get a low grade and vice versa.

Socioeconomic status is not only talking about parents' occupation and income or another side job, but also the home environment and another support of family. However, other research has found that EFL students whose parents have low educational backgrounds will get the risk of academic failure (Halle et al., 2012).

The success of English Language Learner for Junior High School in acquiring a second language, in this case, listening and reading skills, needs support from parental involvement, especially during this pandemic. A lower socioeconomic class cannot further study and have no goal to go across all over the world to learn English as a Foreign Language. As a learner, we have to concern with the part of scholars' and practitioners' non-linguistic parameters that are related to L2 receptive skill.

CONCLUSION

The success of education is not only the responsibility of the school but also the responsibility of parents and families at home. Parents' educational background and socioeconomic conditions are only one of the factors that influence children's achievement. This research makes us aware that parents with high educational backgrounds have a great opportunity to educate their children properly in accordance with their experience and abilities in learning how it is a factor that greatly affects children's learning development, especially in English academic achievement. Especially if the socioeconomic role of the family is also qualified, it will inevitably have a positive impact on the success of their children. Provide additional tutoring and any support in the form of material and morale. However, it does not mean that parents with low educational backgrounds or lower socioeconomic conditions make children's achievement decline; it is just one of the many factors or constraints in children's success. Being successful is indeed a dream; therefore, achieve that dream and go through all obstacles because, without strong intentions, all opportunities will be lost.

LIMITATION & FURTHER RESEARCH

Even though the findings showed that SES and parental education background are the predictors of students' receptive skills, it cannot conclude that these variables will necessarily lead to higher L2 reading and listening comprehension among ELLs because all measures were obtained simultaneously. The longitudinal research needs to further this research in order to know more about the other factor of SES in depth.

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