

**“THE CORRELATION BETWEEN STUDENTS’ MOTIVATION IN  
LEARNING ENGLISH AND PARENTS’ INCOME AT SMKN 1 MAJENE”**



**By :  
NURJANI  
HO118019**

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UNIVERSITY OF SULAWESI BARAT  
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## ABSTRACT

**Nurjani:** The Correlation Between Students Motivation in Learning English and Parents Income at SMKN 1 Majene. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education University of Sulawesi Barat, 2023.**

The aim of the research is to know correlation between students' motivation in learning English and parents' income. The location in this research was at SMKN 1 Majene, the research methodology was quantitative research with descriptive analysis. In this research, the population was the eleventh grade students, the sample of this research is there are two classes and all of which consist of 40 students. To collect the data, the researcher gave a questionnaire to participant. The last to analysis data, the researcher using SPSS to obtained the data. Based on the result analyzed using Person product moment correlation test of this study indicate the significance value of the product moment correlation test is  $0.000 < 0.05$  and,  $r_{\text{tabel}} < r_{\text{result}}$ :  $0,0312 < 0,743$ , it shown that  $H_a$  is accepted and  $H_o$  is rejected. It means that, there is high correlation between students' motivation in learning English and parents' income at SMKN 1 Majene.

**Keywords:** Correlation, students' motivation and parents' income.

# CHAPTER 1

## INTRODUCTION

This chapter present the background of the study, the research question, problem identification, research focus, research objective, and research benefit.

### **A. Background**

Education is very important in one's life. Because without education, it is difficult to build a future direction. Although most people say that education is not always a for a person's life to support a better life. However, in general, humans need education as a measure of the quality of one's success. John Dewey (2017), stated that education is very important in life to be able to change and renew society. Thus, parents are very important in motivating their children for the future.

Motivation to learn English is a thing that can make students get more active in learning to find out a lot about learning English specially to get high learning outcomes. Mubarok (2019) stating that, motivation that really encourage students in learning English is the motivation intrinsic. Because if the students have strong a large intrinsic motivation, they will be more serious and enthusiastic in learning even though many obstacles they face. Then if parents also influence students to learn English, students will be more active even though parents have low income level. Dornyei (2009), say that, increasing students' learning motivation can be influenced by several factors, the first is internal factors and external factors. Internal factors are factors from within students such as the physical and spiritual conditions or conditions of the students. Then external factors, namely factors from outside students such as community, family, and school conditions.

The research of McDonough who cited Mubarok (2019), stated that an important factor influences a person's success or failure in learning a language, one of which is student motivation. Even though, learning English requires a lot of effort and hard work. It means that it can reduce students' motivation to continue learning English. In the teaching and learning process at school of course the school must pay full attention to it, especially the

teacher when carrying out learning in the classroom. Therefore, learning tools, learning facilities, and infrastructure are needed, which will facilitate and assist teachers in increasing students' learning motivation. From to Oryza & Listiadi (2021), described someone studying certainly has something to do with the family's economic situation, because someone who does learning activities requires facilities such as study rooms, books, learning tools, is a high desire to achieve certain goals. Therefore, it takes support from parents of students in giving attention to the learning needs of their children.

Parents' income is the result be accepted in the form of money or goods receive through hard work. The height of the knowledge of parents, the level of the parent's income, enough or less attention, and parental guidance, can all affect students Asifayanti (2015).

One of the backgrounds that influences students' motivation to learn English at SMKN 1 Majene is the economic condition of their parents'. This can increase motivation within students' and motivation from outside students'. Such as the desire to know about learning English, so that students' can communicate with foreigners and students' can easily do assignments either given by their teachers or from the national exam, the aim is to get high scores.

The factors that cause a decrease in students' motivation in learning English is when there is a lack of attention from parents of students' and the surrounding environment such as close friends. This is due to different attitudes towards students' who do not respond to the learning needs of students' and students' who feel lazy and easily bored with learning based on their own experiences and those of other students'. This is supported by the theory from Yusdianto, A. B (2015), in has research that, there are many factors that can influence students' learning motivation, one of which is the income factor, but parents' income cannot be used as a benchmark to determine students' motivation and parents' income is only one factor, many factors can affect a students' motivation to learning English. However, if there is intrinsic and extrinsic motivation, of course it can make a students'

motivated to learn and can encourage enthusiasm for learning English of SMKN 1 Majene.

Seeing the statement above then, the researcher is very interested in doing this research at SMKN 1 Majene because the researcher wants to know how is the students' motivation in learning English. Both parents' who have high income level and low incomes, can to motivate students in learning English or not or can be another factor that can trigger students to motivate in learning English. Especially, for knowing there is a correlation or no.

Based on the statement, the researcher wants to conduct a research entitled "The Correlation Between Students' Motivation in Learning English and Parents' Income".

## **B. Problem Identification**

From observations made was by researcher after interviews with students and teachers, the resarcher found some problems that;

1. Students are less to motivated in learn English
2. Lack of students' interested in learning English
3. Lack of teacher and parents' attention to students
4. Most students still complain about working on the task because of fulfilling learning needs
5. High low income of parents can trigger students' motivation in learning English

## **C. Problem Limitation and Formulation**

Based on the identification of the problems that have been described above, so that the writing of the thesis that was be compiled by the researcher is more focused and not too broad in discussion. This research is to discover:

1. How is the motivation of students to learning English?
2. How is the income of the parents of students?
3. Is there are correlation between students' motivation in learning English and parents' income?

## **D. Research Objective**

1. To find out the students' motivation in learning English

2. To find out the parents' income
3. To find out there are correlation between students' motivation in learning English and parents' income.

#### **E. Research Benefits**

The benefits of the research for schools, teachers, and researcher are as follows:

##### 1) For School

The school can find out that the provision of facilities and infrastructure in schools is still lacking in improving the quality of education and the needs of the teacher and students in schools. Hold meetings between teachers and parents to help increase student motivation.

##### 2) For Teachers

Teachers can find out the cause of the lack of motivation of students to learn in English, create fun learning strategies so that students don't get bored during the teaching and learning process, provide encouragement to students to be more active in learning English.

##### 3) For Researchers

Researchers can find out how far the attention of the school and parents in meeting the needs of their students' learning activities at school and find out the main problems of the correlation between students' motivation in learning English and parents' income.

## CHAPTER II

### LITERATURE REVIEW

This chapter deals with the Previous Related Studies, Theoretical Framework, and Hypothesis.

#### **A. Previous Related Studies**

To several studies, most students may be can to motivated to learn English if they receive support from others and encouragement from within. Mubarok (2019, p. 123), argued that students' motivation to learn English is influenced by external variables such as students' desire to learn English because it is one of the courses in school. Then there's the national exam, which includes English. The following is some study that the researchers have done.

Akram & Ghani, (2013) at different colleges in Punjab, Pakistan, conducted a study entitled "The Relationship of Socioeconomic Status with Language Learning Motivation". The study aimed at investigating the relationship of socioeconomic status with attitudes and motivation toward learning English, the researcher analyzed the data through SPSS (version 14). The participants were 240 students of intermediate level in different colleges in Punjab, Pakistan, 150 (63 males and 87 female) students belonged to the urban areas and 90 students (57 males and 33 female) belonged to the rural area, who had studied English as a compulsory subject for 12 years. The sampling technique taken was purposive sampling while the instrument used was a questionnaire. The results of MANOVA analysis show that there is a statistically significant relationship between learners' socioeconomic status and their motivation to learn English. Moreover, the univariate analysis of variance shows significant differences between higher SES and lower SES students in their parental encouragement i.e. higher SES students have stronger parental encouragement as their parents facilitate them in their buying English books and other helping materials, in English class anxiety

the lower SES students have been found more anxious than the higher SES ones because they don't have enough confidence and courage, in their attitude toward learning English also the students belonging to higher SES have shown more positive attitude toward English learning, in attitude toward English people also the higher SES students have shown more positive attitude than the lower SES students in that lower SES students have not come across English people while the high SES students find frequent opportunities to travel to English speaking countries. The lower SES students have not shown equal interest in foreign languages as the higher SES students. Both the higher SES and lower SES students have equal motivational intensity in learning English.

Arshad et al., (2012) conducted a study entitled "Impact of Parents' Profession on their Children's Learning English in Pakistan". This study aimed to see the impact of parents' profession on learning English at an intermediate level. Concerning learning English as a second language (as in Pakistan) has several challenges to the academic achievement of the students. Some of these are students' lack of appropriate study skills and strategies; their academic learning anxiety; their low social self-efficacy; their financial difficulties; and improper guidance from family members. In the case of family members' parents have a great influence in this perspective and learning a language means acquiring the set of pragmatic norms and cultural values embedded in the target language. But the cultural values and social norms are transferred from the home environment, especially from parents to children. With interacting family norms; parents' attitudes and parents' academic level are considered important. Therefore, the study was conducted to explore further dimensions of parents' impact on their children's learning English. The objective of this study was specially to see the impact of parents' profession on their children's learning English language. The participants were 430 students in the intermediate class. A self-reported survey questionnaire was used to collect the data. The collected data was analyzed using SPSS-16 to find the mean value and correlation value.



Butler, (2015) conducted research with the title “Parental Factors in children’s Motivation for learning English: a case in China”. Using self-determination theory, this study examined how parents’ socio-economic status (SES) and behaviors and beliefs about their children’s English education influenced children’s motivation to learn English in China. The participants were 198 fourth-, 191 sixth- and 183 eighth-grade students and their parents. Data were gathered using a series of surveys distributed to all the students and their parents, as well as interviews with 96 focus group students. Parents had substantial but varying influences on their children’s motivation, depending on their SES backgrounds and their children’s grade level. Whereas higher SES parents adjusted their behaviors according to their children’s changing needs, lower SES parents tended to remain controlling and often failed to foster their children’s self-competence and self-determined motivation. Higher SES parents’ abilities to provide their children with greater opportunities to use English outside of school were increasingly advantageous for the children’s development of self-determined motivation as their grade level increased.

Lara, (2019) conducted research with the title “Correlation Between Socio-Economic Status (Ses) And Students’ Motivation in Learning English of Efl Learners (A Correlational Study at The Fourth Semester Students of English Education Study Program IAIN Bengkulu in Academic Year 2019-2020)”. The problems of the research were: (1) Students needed strong support from their family or parents in fulfilling fees for completing students’ education learning quality to accelerate learning development; (2) parents’ education can also accelerate the student’s learning development. Educated parents usually try their best to support their children's education; (3) parents’ occupation also affects the children’s learning motivation. The more prestigious occupation that the parents have, the bigger responsibility for the children to cope with the parents’ success. The research aimed to reveal the correlation between Socio-Economic Status (SES) and motivation of EFL learners in the fourth-semester students of the English Education Study Program at the State Institute of Islamic Studies (IAIN) Bengkulu academic

year 2018-2019. This research applied a correlative quantitative method. The samples of this research were the fourth-semester students of the English Education Study Program at the State Institute of Islamic Studies (IAIN) Bengkulu academic year 2018-2019 which consisted of 65 students. The result of the research showed that there was a positive correlation between variable social-economic status and students' learning motivation, namely: 0.278 or 27.8%. It means that the higher the students' social-economic status, the higher their learning motivation.

Based on several research that have been done, this research helps Theoretical Framework Same statement by Akram that, the relation between students and parents in this study researchers examined students who live in urban areas and students who live in rural areas. Then this study used univariate analysis of variance to find out significant differences between higher SES and lower SES students' motivation in learning English. The same research conducted by Arshad helped researchers to find out the impact of economic status on students. Butler 2015. This study, helps researchers to determine parental factors on students' motivation to learn English. It also helps to find out the increase in students' motivation and the decrease in students' motivation to learn English. Not only that, this research also discusses the development of motivation in students. Lara 2019. His research, really helps researchers to find out the correlation between economic status and motivation in learning English. Where are the results of his research on a positive correlation between two variables namely Social-economic status and students learning motivation? From the several research sources above, there are similarities and differences with the research conducted by researchers at SMKN 1 Majene, namely, the difference is that previous research used univariate analysis. Then distinguish between students in urban and rural environments. Meanwhile, the similarity with the previous research used correlation analysis to find out two variables, descriptive analysis techniques, causal factors for two variables, and used an instrument in the form of a questionnaire

## B. Theoretical Framework

The motivation of students to learn English is that someone does it to obtain information about the learning on the basis of a desire to be able to increase knowledge. Where the spirit of students is very helpful to add to the knowledge of something thus students get good value. With this motivation there must be a positive influence from parents, namely the attention of parents is very helpful to increase the motivation of students in fulfilling learning needs.

### 1. Motivation learning English

Motivation is a force that makes someone to do something to achieve a goal. Witasari (2021), said that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. According to Gardner in cited Laeli (2019) "Motivation is a "combination" of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language".

Motivation learning English this is to the desire to learn English. Because one wants to learn to be able to talk to foreigners, easily answer questions and easily get a job for the future. In this study supported by research conducted by Mubarok (2019) that the motivation for students to learn English arises from the presence of intrinsic and extrinsic motivations that can encourage the desire to learn a second language in order to be able to talk to foreigners and easily get a job.

In Santosa (2017, p. 89-90) said that, students' motivation to learn English is because they want to get better jobs, and knowledge of English can support the economy in the world and can also help them learn about world culture. Therefore, students' motivation to learn English is very important. Soedjiwo's opinion explained that while learning is a basic process of the development of human life, by learning humans make individual qualitative changes so that the behavior develops.

Purnama, Rahayu and Yugafiati in his research (2019), that motivation is the wrench of success in learning process. And then, motivation learning English is regarded as an important component to make students success in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior. Then, motivation is the combination of attempt plus desire which gives the reasons, desires, and needs to obtain the objectives of learning towards an objective.

Lay said in the research that has been conducted by Purnama, Rahayu and Yugafiati (2019), motivation rever to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perception, values, interest and actions.

Sardiman (2018, p 75), claimed that, in order for the objectives of the subject to be achieved, all the driving forces in students are needed so as to create a driving force in students' who can add to learning activities and can also provide direction in learning activities. According Uno (2010) said that motivation was a series of activities and effort that could have a positive influence on someone to do something. The same think was stated by Brown (2000) where he described motivation as an effort done by someone to achieve the intended destination. Therefore, students are motivated to learn English because of the influence in students to continue learning then interest to know English learning. Not only that, motivation is also created because of the desired to increase the ability of students to get satisfactory value.

The Students will continue to learn English if there are things that motivate them to continue learning. As for motivation from students (intrinsic) and motivation from outside students (extrinsic). Intrinsic motivate on includes desires and desires to succeed, encouragement needs to learn, and hope for students' ideals. While extrinsic motivation includes appreciation for students, a conducive learning environment, interesting learning activities, and teacher efforts in teaching students. Therefore, the

activities carried out were created because of the basic desire to increase students' motivation in learning English. It cannot be denied that the correlation of parents' income can trigger students' learning English in order to achieve their success.

The fact in research was conducted by Taufiqurochman (2018) that the lack of motivation of students in learning English is caused by several factors that influence it such as internal and external factors. This internal factor occurs because there are feelings of students who are anxious because of lack of understanding when learning English and are afraid that if they get a bad grade from their teacher then the parents will scold them.

Deslian (2013), explained the function of motivation, motivation encourages the emergence of behavior. So, the motivational function includes:

- a. Encouraging the emergence of behavior or an action. No motivation then there will be no action like learning.
- b. Motivation serves as a guide. It means directing action achievement of the desired goal.
- c. Motivation function as a driving force. It functions as a machine for cars, whereas in humans it functions as a driving force someone's behavior. The size of the motivation will determine fast or slow work.

## 2. Type of motivation

According to Dornyei in cited Elizabeth & Ena (2019, p 23), there are three types of intrinsic motivation. They are:

- a. To learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world).
- b. Towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something).

- c. To experience stimulation (engaging in an activity to experience pleasant sensations)

However, there are three types of extrinsic motivation to Dornyei (1998) in cited Elizabeth & Ena (2019, p 23):

- a. *Introjected regulation* involves externally imposed rules that the student accepts as norms he/she should follow in order not to feel guilty.
- b. *Identified regulation* occurs when the person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness. The most developmentally advanced form of extrinsic motivation is
- c. *Integrated regulation*, which involves choiceful behavior that is fully assimilated with the individual's other values, needs and identity.

Based on Sriyanti (2011, p 117) explain the two types of motivation, namely:

- a. Intrinsic motivation

Intrinsic motivation the motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual you have an urge to do something. As stated by Mubarok (2019), said that extrinsic motivation is greater than intrinsic motivation. So, students will be more motivated if there is encouragement from outside students, especially from the parents' attention. If the purpose of intrinsic motivation is to interested in learning and fulfill learning needs, students will be motivated to learning and meeting learn just want to know what is contained in the learning the values contained in the lesson.

From instrinsic motivation is an encouragement factor that comes from the students themselves alone. This motivation is very influential in achieving learning success, including in learning English. If a student has strong and large intrinsic motivation, they will be

more serious and enthusiastic in learning even though they face many obstacles Mubarok (2019).

b. Extrinsic motivation

Extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Penny UR in Gitawaty D (2010).

Extrinsic motivation is the opposite of intrinsic motivation, extrinsic motivation is the motives that are active and functioning because of external stimulants. Learning motivation is said to be extrinsic if students put their learning situation factor resides in some factor outside the learning situation. Then, some of factor

Some form of extrinsic motivation in the Martin's book, from Winkel in Taufiqurrohman (2019) that:

- 1) Study for the sake of fulfilling obligations
- 2) Learn to avoid punishment threatened
- 3) Study for the sake of obtaining the material gifts presented
- 4) Study for the sake of increasing prestige
- 5) Learn for the sake of gaining praise from important people like parents and teachers
- 6) Study for the sake of the demands of the position you want to hold or for the sake of fulfilling its requirements for promotion or administrative class.

According to N.L. Gage and David C. Berliner in cited Gitawaty D (2010). that some of these motivations arise because they come from teachers, parents, and environment:

- 1) Teacher, a major factor in continuing students' motivation is teacher. Teachers have an important role in teaching and learning activities. That the teacher is not only a person who transfers knowledge to others students, but also as a motivator that can motivate or support students in learning activities. This can increase students' confidence in improving their abilities by

facilitating students such as borrow the laptops during the learning process in class.

- 2) Parents, part of the world culture around students, they are language learning attitudes will be greatly influenced by influence of those close to him. Parental attitude and brother will be very important students who are encouraged by their parents will try new things and try to give high performance to get appreciation from their parents. Then, parents can meet the needs of their children and can increase motivation to learn, as a result, they will get better achievement.
- 3) Environment, outside any classroom there are attitudes to learning and the English language in particular. The learning of English is important to be considered in the society. Learning English is important to pay attention to in society because in this language learning, students can get used to speaking English because it is influenced by the environment. Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and

From the statement above, the researcher can conclude that motivation is essential factor of learning English to achieve something. It is the process which directs to activity and from several motivations that can improve students learning abilities starting from teachers, parents and the environment have a very big impact on students because of the support and fulfillment of learning needs.

### 3. Fuction of Motivation

The several motivation fuctions, according to Sardiman as quoted by Setiawan, F.C (2017), namely:

- a. Encouraging someone to do activities, such as moving or motoric, that can release their energy.
- b. You can determine the direction of action, namely, the direction of the goal to be achieved.



- c. Selecting actions, namely determining what actions must be taken to achieve goals and setting aside free time to other interests.
- d. Motivation also functions as a driving force ones' efforts to achieve achievement.

#### 4. Definition Income

Income is the result of the services received by each consumer; of the work, they are doing in life. Generally, revenues that consumer received are forms of money or can also say that all the services they deliver or do have the final result of their income which is money.

From Randi R.G in cited Oriza & Listiadi (2021) said that, a person income can be related to their profession, such as employers, workers, banker, teachers, tailor, handymen, and so on. After work, someone earns an income that can be used to fulfill daily needs, besides that can be used for savings and business. Furthermore, individual income or the income of a person is the wage or salary given to someone after doing a job. Income is money earned by a person or family members who struggle to do work. In general, income is defined as all public or state acceptance of all activities carried out or not carried out.

Cunha et al., in cited Da Costa et al (2021), said that, the condition of family income is related to childrens' studies because children who learn from their parents should complete the basic needs they need, such as eating, drinking, clothing, health care, as well as study facilities such as a place for studies, tables, chairs, lights, writing materials, notebooks, and others. The study facility can respond if parents have enough budgets. If a child is born in a poor family, lacks the essential needs, which can impact the childrens' studies Billon.

Parents' income is the result received through the work or effort that has been done, the result received is in the form of money or goods. As mentioned by Rohima (2018), stating that income is the result of a job that is accepted by parents to meet their daily needs. The high people income will be able to meet various means of facilities and infrastructure

that support students learning activities. As specified by Wahyu Adji (2017, p 19) income is a money received by someone and the company in the form salary, wages, interest rental, and profits including various benefits, such as health and retirement.

High-income parents will be easier to pay attention to facilitate their childrens needs aimed are able to help the difficulties of their childrens in the learning process. Thus, children who live in a family environment with high parental income, will easily get facilities and infrastructure in learning, so, learning activities will run optimally. Unlike children who live in a family environment with low income, generally difficulties in getting supporting facilities for students learning activities. So that, the students learning activities and the results are not optimal. Mulyono (1990, p 74), stating that, to encourage students to be more enthusiastic about learning and to increase their learning achievement, complete learning facilities are needed and also, according to Nopriyanty (2020), in his research said that, many students are not interested in learning English.

Income is very economic ability obtained and used for consumption and increasing the results received by someone Verdian (2015), whether it comes from involvement in the production process or not, of course, that can be measure in money and used to meet the needs of families and individuals in a month. Economy is a study of humans as they live and do and think in ordinary life affairs. Then, he said that economy studied the aspects of individual and community action, namely close action related to the acquisition and use of items needed for the release Gunadi (1981, p 1).

This was state by Ferry Christian Ham, et all., who were quote by Setiawati, F.C (2017) he argued that, broadly speaking, income is classified into three groups, namely:

1. Salaries and wages that is the reward that is obtained from people after completing the work of that person, then given within a day or a week nor one month.

2. Income from ones' own business, i.e., income that obtained from the result of business production owned a person or family members and workers from own family members with taking into account the rental cost of capital.
  3. Income from other businesses, namely, income obtained without doing work and income from other sources. This is usually a side income, for example, income from renting out houses, income from renting vehicles, and so on.
5. The Level of Parents' Income

Socio economi-status of a person economic status is often found among the public with a high level of income to low. It is known that the higher the parents' work, the higher the level of income earned. According to M Arifin Noor in cited from Rahmawati, (2010) in general, social classes can be divided into three groups, namely:

a. Upper class

Upper classes in question are those from the high level group. Which has high wealth. In this class all the necessities can be fulfilled easily. Even though children education needs can be fulfilled. Like learning area facilities, learning materials etc., all students can be motivated to learn.

b. Middle class

Middle classes are usually people who have small businesses. Therefore, parents do not feel difficulty finance their children because they are still in the middle circles. So, students will not feel shortages or less attention to fulfilling their learning needs because the income of parents' is still sufficient.

c. Lower class

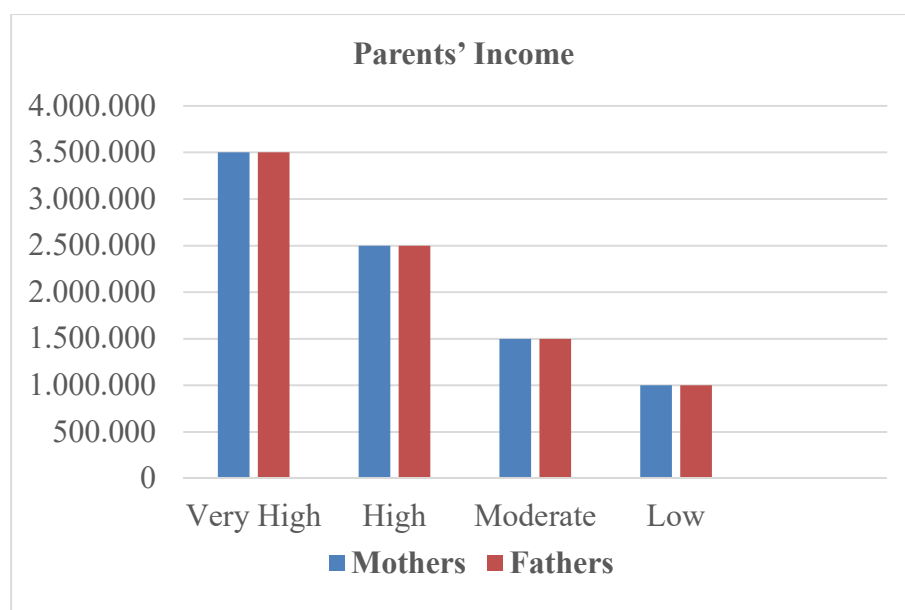
The lower class is a group that earns income or receive in return on their work which is far less than the main needs Mulyanto Sumardin (1982, p 80-81). It is known that, this groups income of parents is very minimal most of the children who are schooled do not get much attention while many students do not continue their studies.

The achievement in learning is very concern for the reason for sufficient economic needs or disadvantages.

According to BPS (Central Statistics Agency) the level income of the population are divided into 4 level, namely;

- a. The level income is very high if the monthly income more than IDR. 3.500,000, per month.
- b. The level income is high if the monthly income with average IDR. 2.500,000 – IDR. 3.500,000, per month.
- c. The level income is middle if the monthly income with average between IDR. 1.500,000 – IDR. 2.500,000, per month.
- d. The level income is low if the `monthly income with average less than IDR. 1.500,000, per month.

**Figure 1.1 The Level of Parents' Income**



Sari (2016)

Based on the chart above, the level of parents' income can be seen based on the BPS (Central Statistics Agency).

The indicator of parents' income are as follows:

- A. Parents' job

## **CHAPTER V**

### **CONCLUTION AND SUGGESTION**

#### **A. CONCLUTION**

Based on the findings and discussion of the research in the previous chapter, the result of the research showed as follows:

1. The students' will be more active in learning English if the parents' give an attention to students' especially fulfill learning needs. Where there is result in was research from 40 sample in this research is 2.5% students' have moderate motivation, 97.5% students' have high motivation and no one students' low and very high motivation in learning English of students' class Tata Busana XI.2 and XI.3 at SMKN 1 Majene.
2. Parents income of class Tata Busana XI.2 and XI.3 in this research is from 40 fathers' there are 37.5% who have low income. While then mothers' from 40 mothers' is there are 50% who have low income. The low or high level parents' income it can trigger students' in learning English. Although, parents' of the students' have a low income. But, the students' there any support from within students' because the students' think to get high value in learning English.
3. The correlation between students' motivation in learning English and parents' income is very closely related or high correlation because it can increase students' learning motivation. There is a high correlation between students' motivation in learning English and parents' income at SMKN 1 Majene. It can be seen from the result,  $r_{tabel} < r_{result}$ ;  $0,0320 < 0,743$  or (07 it means  $H_a$  is accepted and  $H_o$  is rejected. It means that the conclusion of this thesis is there is high or strong correlation between students' motivation in learning English and parents' income. Where students' can increase the motivation when studying English in the class with the attention of parents of their children, especially financial supported from parents' of the students' event though parents have low income.

## **B. SUGGESTION**

For the school to be able to improve the quality of education, especially adding infrastructure and facilities in the school environment and in the classroom so as to encourage students' learning motivation.

For the Teacher should can be worked by parents' of students in building and increasing students' motivation to learn English in class or anywhere and then to pay attention to students' who have less motivation to

learn English, so they can provide guidance to students' and make a schedule meeting between teachers' and parents' so they know the students' constraints when studying in the school especially when students learn in the class. And also parents' attention can help increase motivation students'.

For students' to remain enthusiastic about learning English in the class with the aim of getting high scores and to improve skills their ability to acquire knowledge of learning English through parents' who have low income or high income level.

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## Appendix 1 Validation Sheet

### A. Instruction