

INTRODUCTION

An assumption in the learning process would give the big effect on learning achievement. Learners who thinking they could attain a good achievement in learning, they would try with their own way to get it. On the contrary, learners who thinking that good learning achievement only could attain by learners with a specific factor, they had no motivation to achieve it.

According to the researcher experience when to carry out PPL at MA Nurul Huda and EYL observation in MI Wachid Hasjim, some students with the mindset that English only could be learned and mastered by students who had the good Socio-Economic background were found. Moreover, at the college level, most of the learners had equal mindsets. For example, they who came from high Socio-Economic family or well-educated parents had a good achievement in English because they had an additional course. This phenomenon also occurred in college learners and parents, it had been known after the researcher asked an opinion to some people about that case.

Some of the research asserted that Socio-Economic background had effects on learning achievement. Parents education was an important factor in Socio-Economic that affect the learners' performance and learners' achievement. It was mean, there was a positive correlation

However High SES give a significant contribution to the quality of learning achievement or performance, the fact points out that Socio-Economic background was not everything to get good learning achievement, it was more depended on the learners.

Some studies presented that LLS had a significant contribution to language learning achievement. The successful language learners had

³ Carol Griffiths and A. I. S. St Helens, *Language Learning Strategies: Theory and Research* (AIS St Helens, Centre for Research in International Education, 2004), 2.

According to that reason, it could be concluded that SES and LLS had effects on learning achievement. It became the interesting reason in this research performance. Language learning strategy was a method developed by each learner to make an effective and enjoyable learning. The researcher assumed that the LLS was affected by another factor. Because the learning method came from adopting the other learner strategies then it developed into the new learning method owned by each learner. SES probably was indicated as one factor that affecting LLS, because according to some researchers, both of them had an equal effect on learning achievement.

Arman Zare, "Language Learning Strategies among EFL/ESL Learners: A Literature Review," *International Journal of Humanities and Social Science* 2, no. 5 (2012): 10.

Arman Fewell, "Language Learning Strategies and English Language Proficiency: A Case Study of Japanese EFL University Students," *TESOL Journal* 2 (June 2010): 15.

⁵ Norman Fewell, "Language Learning Strategies and English Language Proficiency: An Investigation of Japanese EFL University Students," *TESOL Journal* 2 (June 2010): 159.

They can design their own language learning strategies according to their own Socio-Economic background, so it can be more effective and impressively unimposing their condition.

For the further research, the researcher can develop this study deeply. Because this study only investigates the correlation of Socio-Economic status and language learning strategy generally. While for the further research, the researcher could investigate the effect of SES in every aspect of learning strategies. In addition, the researcher in future could investigate to create an effective learning strategy by removing or undercover the SES level differences.

This study was aimed to determine the correlation between SES (Socio-Economic Status) and LLS (Language Learning Strategy). Learners' family Income, occupation, and education were an indicator to measure the SES value.

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The variables of this study were SES (independent) and LLS (dependent), they were natural variable because the researcher did not modify both of them. According to this reason, this research was concluded as survey study. The descriptive quantitative approach was used in data analyzation.

1. Socio-Economic Status (SES)

The study of Socio-Economic status correlated with education was limited, but there were definitions asserted in some of the studies. Socio-Economic status was a term referring to prestige according to the measure of Socio-Economic position as determined by ranking in the social hierarchy.⁷ It was defined as the combination of social status

⁷ Brent M. Blevins, *Effects of Socioeconomic Status on Academic Performance in Missouri Public Schools* (Lindenwood University, 2009), 14, accessed June 17, 2016, <http://gradworks.umi.com/33/72/3372318.html>.

and economic level which created a position admitted by society. In detail, it was gotten by people with their experience and hard work.⁸

Socio-Economic status was categorized into three classes; low, medium, and high. The measuring tools were needed to classify SES in that categorization. But because the dimension of Socio-Economic status was large, there were many different features used to measure it. in addition, the tool for identifying the characteristic of Socio-Economic status had to be appropriated with the dimension that would learn.

Several criteria were used to measure Socio-Economic status such as parental income and their profession.⁹ Another research asserted there was some indication of SES they are income, occupation, and education.¹⁰ PISA designed indexes to measure Socio-Economic status based on three components; home possession, educational attainment of parents, and occupational status of parents.¹¹ From those research, most of the criterion of SES was designed based on parental occupation, education, and income. In the another study was also indicated that parents' occupation, income, and education had

⁸ Charles Kombo Okioga, "The Impact of Students' Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College," *American International Journal of Social Science* 2, no. 2 (2013): 38.

⁹ Renato G. Carvalho and Rosa F. Novo, "Family Socioeconomic Status and Student Adaptation to School Life: Looking Beyond Grades," *Kenneth N. Ross* 10, no. 28 (2012): 1212.

¹⁰ Okigbo, “The Impact of Students’ Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College,” 38.

¹¹ Charles D. Cowan et al., "Improving the Measurement of Socioeconomic Status for the National Assessment of Educational Progress: A Theoretical Foundation," *National Center for Education Statistics*, November 2012, 12.

been used as measurement indicator which correlated with educational aspects (learning achievement).¹²

Family or parents factor always be mentioned in some research correlated with Socio-Economic status. it was mean that that aspect was often used as measurement tool. In most educational research family' SES background included income, occupation, education, and every yield come from those main aspects frequently used and mentioned as the measurement scale of SES.¹³

From statements above, it could be concluded that Income, Occupation, and Education especially of the parents was and aspects used to measure the students' Socio-Economic background.

2. Language Learning Strategies (LLS)

Learning strategies was an effective way of learning which tailored to the capabilities of each individual based on the character, needs, and willingness they had. Chamot asserted that Learning strategies were the conscious thoughts and actions that learners took in order to achieve a learning goal.¹⁴ But the most basic definition of language learning was the definition put forward by Oxford, it mentioned that the learning strategy was a step taken by learners to enhance their learning.¹⁵ The term of language learning strategies came from the combination of “language” and “learning strategies”. So the language learning strategies (LLS)

¹² Okioiga, “The Impact of Students’ Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College,” 38.

¹³ Åse Hansson and Jan-Eric Gustafsson, *Measurement Invariance of Socioeconomic Status across Migrational Background* (University of Gothenburg, June 12, 2012), 1.

¹⁴ Anna Uhl Chamot, "Issues in Language Learning Strategy Research and Teaching," *Electronic journal of foreign language teaching* 1, no. 1 (2004): 14.

¹⁵ Rebecca L. Oxford, *Language Learning Strategy: What Every Teacher Should Know*, 1st ed. (Boston: Heinle & Heinle Publisher, 1990), 1.

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