The Effects of Students' Motivation and Family Socioeconomic Status on English Academic Achievement Sukardi Weda Universitas Negeri Makassar Bio-Profile: Sukardi Weda is the head of English Literature Study Program, Faculty of Languages and Literature Universitas Negeri Makassar, Indonesia. His research interests include Linguistics, Applied Linguistics, English, L2 motivation, study anxiety, self-efficacy belief, learning strategies, phonology, education, management, social and cultural issues, etc. He has a Ph.D. in Linguistics: English Language Studies (ELS) from Hasanuddin University in 2005.

He has written more than a hundred articles in Linguistics, English, Education, management, social- issues, and politics. He can be reached at sukardi.weda@unm.ac.id Abstract StntahiemntiEiaaforegn age(E seond age(ESL/L2) at schools and universities is influenced by many factors. One of the vital factors is motivation: iric nd xtnsicmiton. hevilfacor s udes' my socioeconomic status (FSES) .

histy is o nveit: 1) heecs stntmiton tiEi aaicahiemnta(2) heetof udes' ml socioeconomic status on their English academic achievement. This study employed quantitative approach and the instrument used was questionnaire. The data obtained are from students of English Department Faculty of Languages and Literature Universitas Negeri Makassar (UNM).

The results of the study show ttstntmvaihastreap o udes' nglsh cami cvee nd stntfail socioeconomic status. The educational implication of the study is that motivation, either intrinsic or extrinsic motivation needs to be activated in the EFL classroom. The teachers or lecturers are also recommended to encourage students, motivation in the classroom teaching - learning process.

Introduction In Indonesian context, knowing English means getting a good job, career, and many other benefits (Weda, 2012, p. 23). Being able to share ideas and thoughts in English, one can obtain many advantages. Fromkin, et.al. (2007) argue that knowing a language means one has the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by other speakers.

Knowing English as a foreign language (EFL) or a second language (ESL/L2) is not easy, one needs to know the language competence (grammar, vocabulary, and pronunciation) and language performance (listening, speaking, reading, and writing). In Indonesia, English has been tughtaacpuly eta crscsttrtalve, hegrat's nglsh communicative competence is low.

Hamied, Nur, and Haryanto in (Weda, 2012) report that the teaching of English as an EFL iIndoneaiunsuccssfulOne t as t udes' low learning achievement iEiit udes' mvai Therefore, the teacher at scs nd heletrs tt vety etencestntiestamiton o learn English. This is because motivation is one of the most vital factors contributing to the ahiventudes' lang outom es is motivation (Weda, 2018).

Trang, Moni & Baldauf in Weda & Sakti (2018, p. 718) state that there are a variety of factors that might influence foreign language or second language learning faced by a number of students when learning a foreign or second language: attitude, motivation, anxiety, and beliefs.

Of these affective factors, motivation has been given much attention by language researchers and practitioners. In the area of English as a foreign language (EFL), motivation becomes cornerstone of t udes' css. Subekti (2018, p. 57) argues that motivation has become an important issue in studies on second language learning.

Many research reports reveal that motivation has significant correlation with studen tacam hivee sih hyo2017;E Aouri & Zerhouni, 2017; Simons, et al., 2004; Bernaus, et.al., 2009; LIbao, et.al., 2016; Wilson & Trainin, 2007; and Pajares, 2003). Second language motivation studies have been traditionally at the forefront of English applied linguistics research in the past decades, as motivation is considered to be one of the most important individual difference (ID) variables contributing to the success of second language learning (Piniel & Csizér, 2013).

The modeling of structural equations confirmed that stability, the motivation of the second language and the demotivation of the second language contribute to an

increase in the level of proficiency in the second language (Isatayeva, et.al., 2018, p. 146). Selivanova, et.al. (2018, p. 218) argue that to ta ntacountstntividua ognii characteristics and educational requirements in learning the second foreign language; the teacher should be aware of the fact that it is necessary to increase stnt motivation for a second language (L2) or foreign language (FL) learning. Therefore, Isatayeva, et al (2018, p.

154) state that the motivation for learning L2 consists of six subcomponents: self-esteem L2, ideal self L2, instrumental motivation, parental support, academic challenge and awareness of importance. It was also found that the demonization of L2 training includes six components: a negative perception of English-speaking countries, compulsory EFL training, perceived discrepancy of textbooks or tasks, low self-esteem, inappropriate learning environment and untrained teachers.

Research Questions The issues as put forward in the introduction as the rationale of this study give augmentation to problems. The problems of the current study are formulated in the following research questions: 1. Is trenorreaiteudes' miton audes' ademccvee? 2. Is there any correlation between s tntfaiy icicstt(S)astnt academic achievement? Beliefs about English Academic Achievement Researchers in the field of English learning outcome have focused their study on academic achievement and other English learning skills.

Some researchers have attempted to address their study by investigating the influential fatha ince stnt academic achievement. Stntadecaceme n vaey formlkestntwrii achievement, academic performance, second language achievement, achievement for reading, writing, spelling, achievement in writing, and so on. Pajares (2003, p.

139) argues that the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. Bernaus, et, al. (2009, p. 25) reveal that teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement.

LIbao, et. al. (2016, p. 209) present their study findings that the respondents had a good to very good motivation in learning science and in general, the extent of their motivation did not vary across their sex, age, and curriculum year. LIbao et. al. therefore add that the respondents had good academic performance in science.

El Aouri & Zerhouni (2017, p. 52) state that Moroccan university EFL science students use language learning strategies (LLSs) at a medium level and exhibit a high level of motivation, and their motivation to learn English and use of LLSs are strongly and

positively correlated. Nasihah & Cahyono (2017, p.

250) argue that there is a significant correlation between motivation and writing achievement and their study recommend to the teachers to arouse stnt miton tt t Eudes' wriiceme. Assessing Motivation Nunan, David & Lamb, Clarice (1996) revealed that most studies report a high correlation between motivation and achievement, and this correlation is taken as an evidence that a highly motivated student will do well in school. The results of Bernaus, et.al study suggest that teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English Achievement.

Thus, any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students (Bernaus, et.al., 2009, p. 25). Brown (1994) stated that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Brown (1994) added that in more tcates, otvairers o tccepe aatwha xpeeor l they will approach to avoid, and the de gre of e ty wilxe iha ret Dörnyei & Otó's fit on of L2 motivation in Dörnyei & Ushioda (2011) that in general sense, motivation is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, implies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

Daskalovska, et al (2012) found in their study that there are a lot of factors which influence t ceilagelang, t ostiportntfacors s ars' otvait learn the language. In keeping with Daskalovska, et al, Weda, et al (2018, p. 143) said that one of the successfulness determinants in learning a second language (L2) or a foreign language (FL) is motivation.

Therefore, Weda, et al (2018, p.159) reported in their study that there was a sifia orreaton mvaiastntadecpeaea tUnirsiy Makassar (Universitas Negeri Makassar/UNM). Assessing Family Socioeconomic Status (FSES) Socioeconomic status (SES) remains a topic of great interest to those wh o udy hidre development (Bradley & Corwyn, 2002, p. 371). Recently, SES becomes familiar issue in language learning.

Other than motivation as the most pivotal factor in the EFL classroom, family socoeonomi taso trmnet css stntlernioutome Bandura, et al. (1996, p. 126) argue tt miiasoccicstaus s nketclaam ahiventonliretltgh teton relaraons nd hidre prosocialness. Stntfaiy ici at(S) aenc udemiton to learn. This in keeping with Ersanti (2015) who reports the study results about language learning motivation of the students in terms of the education level of the parents indicate a significant difference in students whose parents

are more educated with those of less educated.

This indicates that students who are from high socioeconomic status have high motivation and in tudes' hiotvain boostudes' ademccvee. Research Method Participants A total of 56 (42 female and 14 Male) students participated in this present study. Ages ranged from 17 to 24 years. The students are English department major of Faculty of Languages and Literature Universitas Negeri Makassar in Indonesia.

Data Collection Tools To collect the data on motivation, instrument adapted from Tuan, Chin, & Shieh (2005) is used and to collect the data on family economic status of the participants, and instrument of FSES is used. Menwhi, udes' English academic achievement was measured using Grade Point Average (GPA). The GPA was obtained from the questionnaire in which the students were asked to write down their GPA on the questionnaire.

The classification of academic performance level of some universities in Indonesia justifies low academic performance i s A 3.0;mra s tn hera - 3.6;ahii= − 4. The interpretation of Motivation (MOT), family socioeconomic status (FSES), and GPA level are revealed in table 1 and table 2. Table 1. Interpretation of GPA Level MOT Score GPA Interpretation 50 > MOT 3.0 > GPA High 50 < MOT 3.0 < GPA Low Table 2.

Interpretation of GPA Level FES Score GPA Interpretation 50 > FES 3.0 > GPA High 50 < FES 3.0 < GPA Low Measures Socioeconomic Status Eleven questions of family socioeconomic status variables were considered. Those questions are employment, household income, residence, family general health, vehicle, picnic, and shopping.

Data Analysis This descriptive study examines a possible correlation between the motivation and English academic achievement, and family socioeconomic status and English academic achievement at students of English department Faculty of Languages and Literature Universitas Negeri Makassar. The SPSS for descriptive and inferential statistics used to measure the correlation between motivation and English academic achievement, and between family socioeconomic status and English academic achievement. The correlation between X and Y variables is analyzed by Pearson Correlation Coefficient.

Results and Discussion There were fifty six students who participated in this present study to examine the reaonshibeweemiton nd ntadecacemntatreao nship bewen iy ici at(Eastntaaicahiemnt . The students were from English Department Faculty of Languages and Literature, State University of Makassar. T rtiinta ge ranged from 17 – 24 years old and they were from semester 3 (38 or 67.86% students) and semester 5 (14 or 32.14%

students).

The demographic profile of participants is revealed in detail in table 2 as follows. Table 2. Demographic Information of Participants Demographic Information Freque ncy Percent age Gender 1. Female 2. Male 42 14 75 25 Semester 1. Semester 3 2. Semester 5 38 18 67.86 32.14 Age 1. 17 – 20 2. 21 – 24 54 2 96.43 3.57 Tbl3 t udes' rcpton miton, en oreastnda deviation (SD) of the study. Table 3 .

Stunts' Mvati No. Variable* Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree Mean (SD) 1. Even the English learning topic is difficult for me, I am sure that I can understand it and finish it. 0 1.8 19.6 48.2 30.4 4.0714 .75936 2. I am not confident in understanding difficult English learning topics. 3.6 53.6 33.9 8.9 0 2.4821 .71328 3. I am sure that I can do well the English tests. 0 1.8

19.6 60.7 17.9 3.9464 .67203 4. No matter how much effort I put in, I cannot learn English well. 39.3 41.1 16.1 0 3.6 1.8750 .93541 5. When the learning exercises in English subject are too difficult, I always give up or only do the easy parts. 26.8 46.4 19.6 7.1 0 2.0714 .87089 6. To finish the English assignment in the English as a foreign language (EFL) classroom, I tend to ask my friends for the answers rather than thinking of by myself.

17.9 44.6 33.9 3.6 0 2.2321 .78604 7. When I found the content or the material in English difficult, I used to ignore it. 23.2 42.9 25.0 8.9 0 2.1964 .90292 8. I encourage myself to succeed in English. 1.8 0 8.9 28.6 60.7 4.4643 .80824 9. I try to behave to learn all difficult topics or materials in English. 0 0 21.4 55.4 23.2 4.0179 .67396 10. I believe that I can maintain communication well in English with my friends and lecturers. 0 0 16.1 53.6 30.4 4.1429 .67227 Cronbach alpha = 0.7 *Refer to Appendix for item description The scale that was used to measure motivation was reliable, with a Cronba c alpha value of 0.7

(table 4). Approximately 78.6% of students gave comments on agree and strongly aet"vet nglsh ernitcidictfor eI msurettI aundeait afish t Approximately 8.9% of students experienced " I am not confident in understanding difficult English learning topics. " Approximately 78.6% of students indicated experiencing "m sure that I can do well the English tests. Approximately 3.6% of students exhibited " No matter how much effort I put in, I a aEiwel 7.1% of students exhibited " When the learning exercises in English subject are too difficult, I always give u p or onl t esrt Trewe of udes velet Tfish he nglsh ssie in the English as a foreign language (EFL) classroom, I tend to ask my friends for the answers rather than thinking of bml There were 8.9% of the students indicated that "n foun d the content or the mtriliEidictI d o gn t Approximately 89.3% of the students revealed " I encourage myself to succeed in English. "Approxiael78.6% t udes xhie" I try

to behave to learn all difficult tcor aeliEi nd he re84% t stntice" I believe that I can maintain communication well in English with my friends and lecturers. " Tbl 4 reas t stntmiy sococicaus (FSEen sc, a standard deviation (SD) of the study. Table 4 . Stunts' Fmiyi conomic Status (FSES) No.

Variables* a b c d Mean SD 1. Which of the following best describes the highest level of education your father has completed? 50.0 35.7 8.9 5.4 1.6964 .85109 2. Which of the following best describes the highest level of education your mother has completed? 62.5 19.6 12.5 5.4 1.6071 .90812 3. What is your father current employment status?. 3.6 12.5 26.8 57.1 3.3750 .84342 4. What is your mother current employment status? 28.6 10.7 21.4 39.3 2.7143 1.26080 5. Which category best describes your family yearly household income before taxes? Do not give the dollar amount, just give the category.

Include all income received from employment, social security, support from children or other family. 25.0 30.4 33.9 10.7 2.3036 .97084 6. Please describe the residence where your family lives. 7.1 3.6 12.5 76.8 3.5893 .86921 7. How would you describe your family general health? 0 12.5 57.1 30.4 3.1786 .63553 8. Please describe the vehicle your 0 0 62.5 37.5 3.3750 family has. .48850 9. Please describe how often does your family go to picnic. 0 3.6 64.3 32.1 3.2857 .52964 10. Please describe how often does your family go to picnic. 14.3 3.6 16.1 66.1 3.3393 1.08337 11. Please describe how often does your family go to shopping.

12.5 17.9 14.3 55.4 3.1250 1.11294 See appendix for choice: a, b, c, and d *Refer to Appendix for item description The scale that was used to measure family socioeconomic status (FSES) was reliable, with a Cronba caphavaueof (tbl).

Approximately 50% of students gave comments tttr tr's ghe elof ductiwaSeor ghSc nd hiwat ghe res hestntTrewe of hestntga omes ha imhe highest level of education was Senior High School and this was the highest responses from the students. There were 57.1% tstntga omes workiful mfor y"on her father current employment status . hewe of hestntga oment"ng full time for p a timhe current employment status.

Therefore, detail information of item number 5 to item number 11 can be seen in table 5. Table 5. Results of Correlation between Motivation and English Academic Achievement Measures Mean SD r p MOT English Academic Achievement MOT-English Academic Achievement 31.50 3.69 2.730 .193 .001 .000 Note. P <0.01 The Pearson correlation examines the relationship between motivation and academic achievement.

The results reveal a mean and standard deviation (SD) of Motivation/MOT (M= 31.50 (moderate) out of a possible maximum of 5 (very high); SD= 2.730 and English

Academic Achievement (M= 3.69; SD= .193), a significant correlation (p=0.000), the correlation coefficient is small with r= .001, and the sample size yield n= 56. Motivation is positively related to stnt academic achievement.

Therefore, the finding implies that there is a significant relationship between motivation and stntadecahiemnt among English students at English Department, Faculty of Languages and Literature, State University of Makassar, Indonesia. Table 6. Results of Correlation between Family Socioeconomic Status (FSES) and English Academic Achievement Measures Mean SD r p FSES English Academic Achievement FSES-English Academic Achievement 31.59 3.69 4.004 .193 .013 .000 Note. P <0.01 The Pearson correlation examines the relationship between motivation and academic achievement.

The results reveal a mean and standard deviation (SD) of Family Socioeconomic Status (FSES) (M= 31.59 (moderate) out of a possible maximum of 5 (very high); SD= 4.004 and English Academic Achievement (M= 3.69; SD= .193), a significant correlation (p=0.000), the correlation coefficient is small with r= .013, and the sample size yield n= 56. Family Socioeconomic Status (FSES) is positively related to stnt academic achievement.

Therefore, the finding implies that there is a significant relationship between motivation and stud es' aiahivee among English students at English Department, Faculty of Languages and Literature, State University of Makassar, Indonesia. Conclusion This present study represents an attempt to investigate the relationship between motivation astnt English academic achievement, and the relationship between family socoeonomistt(FSEastnts' nglsh cdeicahiemnt .

The results revealed that there was a significant correlation of stntmvai and stntE ish academic achievement among English students at Faculty of Languages and Literature Universitas Negeri Makassar, with significant correlation (p=0.000) and the correlation coefficient is small with r= 0.001 nd he s sifia orreliof udes' miy icistt(FSE astntEiacdemc cemntaong nglsh udes tFauly Laguas and Literature Universitas Negeri Makassar, with significant correlation (p= 0.000) and the correlation coefficient is small with r= 0.13.

Further studies in a wide variety of settings with students who have different family socioeconomic background, gender, and other disciplines wih stnt academic achievements are recommended. Implication At this point, I have to note the implications of the study. It has to be pointed out that the study investigated the relationship between motivation and English academic achievement, and the relationship between family socioeconomic status and English academic achievement.

The study therefore suggests that the teachers at schools and the lecturers at

universities need to toil stntmiton n helngua erniprocss. hepaipaon faliahieng the learning outcome and curriculum target becomes vital in the second language (L2) and foreign language (FL) learning – teaching process. Reference Journal Articles: Bandura, Albert; Barbaranelli, Claudio; Caprara, Vittorio & Pastorelli, Concetta. (1996).

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Respondent Identity: Name : Sex : Age : Study Program: Semester : GPA/IPK : Questionnaire Choose one of the following choices which reveal how much you agree or disagree by circling around. Remember that there is no right or wrong answers.

(1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree No. Self-Efficacy Belief Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree 1. Even the English learning topic is difficult for me, I am sure that I

can understand it and finish it. 1 2 3 4 5 2.

I am not confident in understanding difficult English learning topics. (-) 1 2 3 4 5 3. I am sure that I can do well the English tests. 1 2 3 4 5 4. No matter how much effort I put in, I cannot learn English well. (-) 1 2 3 4 5 5. When the learning exercises in English subject are too difficult, I always give up or only do the easy parts. (-) 1 2 3 4 5 6.

To finish the English assignment in the English as a foreign language (EFL) classroom, I tend to ask my friends for the answers rather than thinking of by myself. (-) 1 2 3 4 5 7. When I foun d the content or the material in English difficult, I used to ignore it. (-) 1 2 3 4 5 8. I encourage myself to succeed in English. 1 2 3 4 5 9. I try to behave to learn all difficult topics or materials in English. 1 2 3 4 5 10.

I believe that I can maintain communication well in English with my friends and lecturers. 1 2 3 4 5 Adapted from Tuan, Chin, & Shieh (2005) Family Socioeconomic Status (FSES) Choose one of the following choices (a, b, c, or d) which reveals how much the choice describes yourself by circling around. 1. Which of the following best describes the highest level of education your father has completed? a.

Senior High School (SMA) b. Undergraduate degree (S1) c. Maegre (S2) d. Doctoral degree (S3) 2. Which of the following best describes the highest level of education your mother has completed? a. Senior High School (SMA) b. Undergraduate degree (S1) c. Maegre (S2) d. Doctoral degree (S3) 3. What is your father current employment status?. a. Not currently employed, looking for work b. Retired c.

Working part time for pay d. Working full time for pay 4. What is your mother current employment status?. a. Not currently employed, looking for work b. Retired c. Part time working d. Full time working 5. Which category best describes your family yearly household income before taxes? Do not give the dollar amount, just give the category.

Include all income received from employment, social security, support from children or other family. a. Less than Rp. 2.000.000,- b. Rp. 2.000.000,- – Rp. 5.000.000,- c. Rp. 5.000 .000,- – Rp. 10.000.000,- d. Above Rp. 10.000.000,- 6. Please describe the residence where your family lives. a. We have no permanent residence. b. It is rented by my family. c. It is credited by my family. d. It is owned or being bought by my family. 7. How would you describe your family general health? a.

Poor b. Fair c. Good d. Very Good 8. Please describe the vehicle your family has. a. Bicycle b. Tricycle c. Motorcycle d. Car 9. Please describe how does your family go to work. a. By bicycle b. By grab (online transportation) c. By motorcycle d. By own car 10.

Please describe how often does your family go to picnic. a. Once in four years b. Once in three years c. Once in two years d. Once a year 11.

Please describe how often does your family go to shopping. a. Once in four months b. Once in three months c. Once in two months d. Once a month

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