CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and about the conceptual framework and description of Socio-Economic status and language learning strategies. This theoretical explanation was the foundation of this research. On this chapter there were some main aspects were studied, they are the explanation of Socio-Economic status and Language learning strategies.

A. Review of Related Literature

1. Socio-Economic Status (SES)

Socio-Economic status was a measurement of people perception that had correlation with economic and social life. In simply, Socio-Economic status was derived from 2 variables, they are social status and economic status. The position in society was an important factor to acquire social status, while money or the economic quality of the person was associated with economic status.

Marmot & Michael presented (as cited by Okioga) that Socio-Economic status was a combination of economic and sociological aspect.¹ It was derived from an individual's or family's economic, a person's work experience, and social position. In addition, Stephanie and Deborah (as cited by Akhtar) asserted that Socio-Economic status

¹ Okioga, "The Impact of Students' Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College," 38.

naturally was argued to distinguish between people's relative position.² Family income, political power, educational background and occupational prestige³ were the dimensions used as the formula of that differentiation.

According to the statement above, the natural function of SES was classifying the people position in society according to the combination of economic and social status. Generally Socio-Economic status was divided into 3 classes; low, medium, and high. This classification came from the mind-set that was developed in the society. They assumed that the level of education, the total of money or wealth, and the prestigious position was the absolute references of that classification determination.

Annette (as cited by Akhtar) described that income, education, and occupation was the core of SES categorization.⁴ Dickinson & Adelson also had the same argument that a combination of income, occupation, and education was the essence of SES measurement.⁵ Their function was to assess the relative status of individual or family.⁶ In some articles and journals, health and the environment of people included as the tool or aspect to asses Socio-Economic status beside

 ² Zarina Akhtar, "Socio-Economic Status Factors Effecting the Students Achievement: A Predictive Study," *International Journal of Social Sciences And Education* 2, no. 1 (2012): 281.
 ³ Ibid.

⁴ Ibid.

⁵ Emily R. Dickinson and Jill L. Adelson, "Exploring the Limitations of Measures of Students' Socioeconomic Status (SES)," *Practical Assessment, Research & Evaluation* 19, no. 1 (2014): 2.
⁶ Okioga, "The Impact of Students' Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College," 38.

that three main aspect. But the field of those article is not in education but in political, health, or the other areas.

There are many tool or aspect used to measure SES, it was developed according to the area of the study or research. But in the educational field especially for learners, Socio-Economic background of family or parents became the main concept to measured, because the learners could not create their own status in the society. They got their status according to the family economic and social condition. When the family have good income and good position, people would label the learners as the person who had good Socio-Economic status. Even thought, the family's or parents' Socio-Economic background still measured using the three basic aspect (income, occupation, and education)

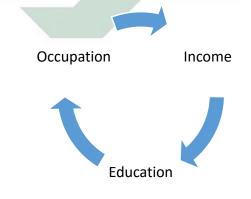
Beside the three basic concept, the Australian government in their forum paper asserted that Socio-Economic status could be measured on four dimensions, they are educational attainment, occupation, economic resources, and culture or Community.⁷ It can be applied for all of person (not only for learner)

While Aggarwal et al explained in more detail about the measurement of socio-economic status of the student. By holding on the principle that learners got their Socio-Economic status from their family or parents, they broke down the main indicators of Socio-

⁷ Australian Government, "Measuring The Socio-Economic Status of Higher Education Students" (Department of Education, Employment and Workplace Relation, 2009), 3.

Economic status measurement into some criterions based on the family aspects. They are occupation of family head, education of family head, the level of social participation of family head, landholding, housing, farm power, material possessions and type of family which are taken under the prevailing culture.⁸ However those criterions were only the development of income, occupation, and education in the family side.

In sum, socio-economic status could be measured through three items; education, occupation, and income. While, in educational field especially for learners, those three items were calculated based on the family's or parents' condition. This three-dimensional was chosen because it had a correlation each other and could not be separated. Grusky and Weeden asserted that relative position gained by people according to their experience which correlated with education, income, and occupation was always create their natural correlation, one aspect to another was a cause effect relationship.⁹



 ⁸ O. P. Aggarwal et al., "A New Instrument (Scale) for Measuring the Socioeconomic Status of a Family: Preliminary Study," *Indian Journal of Community Medicine* 30, no. 4 (2005): 111.
 ⁹ Dickinson and Adelson, "Exploring the Limitations of Measures of Students' Socioeconomic Status (SES)," 2.

For example, income influenced the quality of education a person, then the quality of education influenced occupation, and ultimately, occupation affects income. someone get all that then they would be rewarded or was deemed to have an established social status in society.

Klein (as cited by Dickinson & Adelson) asserted that Income was one of the factors that affect the quality of education and social position in society.¹⁰ Meanwhile, the occupation also had close links with income. People who had a good occupation, surely had quite encouraging income. It was mean good occupation also support income, especially for parents and education for students. Horvath, Weininger, and Lareau (as cited by Dickinson & Adelson) stated that the good occupation owned by a person would help him or her to have a connection with the people who are in the prestigious position, such as headmaster of college, the best teacher, director, etc. With that link, the information related to high quality of educational would be obtained.¹¹

Kean (as cited by Dickinson & Adelson) stated that a person with a higher education would be able to make the interaction with people to level up their Socio-Economic status.¹² They could make a connection to the business community to support the occupation and

- ¹⁰ Ibid., 3.
- ¹¹ Ibid.

¹² Ibid.

their income, and could communicate with the teacher or the owner of the foundation to support their education to the higher stages.

Although many factors that could be used as a dimension of the SES, the three factors (occupation, income, and education) were the main measuring instrument and were most often used to measure SES. From those main indicator, the measurement features of SES still could be developed according to the aspect that would be learned. But in educational aspect, Family background with main indicators included would be used to investigates the SES of learners. Parental occupation, total income of the family, the position in the village or an organization and the others were some item examples would be guiding to know about the Family' SES background of learners.¹³

2. Language Learning Strategies (LLS)

In the terminology, "learning" was defined as the effective way to learn language independently and fast, it would be developed according to the learners' behaviour. Furthermore, In the education, especially in language aspect, the "strategy" was interpreted as the effective way to reach the learning achievement. the strategy in learning fulfils these conditions; make learning easier, faster, more self-directed, more effective, more enjoyable, and more transferable to new situations.¹⁴

 ¹³ O. P. Aggarwal et al., "A New Instrument (scale) for Measuring the Socioeconomic Status of a Family: Preliminary Study," *Indian Journal of Community Medicine* 30, no. 4 (2005): 11–12.
 ¹⁴ Rebecca L. Oxford, *Language Learning Strategy* (Boston: Heinle & Heinle, 2009), 8.

generally, Learning strategy was defined as the most effective way discovered by the learners to learn according to their habitual, or it could be explained as the appropriate or effective method was appeared on learners to learn according to their need, habitual, want, and demand. O'Malley and Chamot definite SES as *"the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information*".¹⁵ Oxford asserted that learning strategies was the steps or manners were applied by learners for upgrading their own learning.¹⁶

Learning strategy was an essence of learning. Rebecca presented that strategy was important for language learning because it could develop the learners' communicative competence independently.¹⁷ With language learning strategy learners enable to become more independent, autonomous, lifelong learners. In sum, the good language learning strategy can help the learners to learn effectively and independently.

The researcher developed a few characteristics to measure language learning strategy. The characteristic called the Language Learning Taxonomies. some scientists classify LLS into several

¹⁵ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, The Cambridge applied linguistics series (Cambridge [England]; New York: Cambridge University Press, 1990), 1.

 ¹⁶ Rebecca L. Oxford, *Language Learning Strategy*, 1.
 ¹⁷ Ibid.

categories. Rubin's (as cited by Gürsoy) argues that LLS has two primary strategic aspects.¹⁸

First was the direct strategy consist of clarification / verification, monitoring, memorization, guessing / inductive inferencing, deductive reasoning, and practice.¹⁹ The second was indirect strategy, it was consisted of creating opportunities for practice and production tricks.²⁰

Bialystok (as cited by Gürsoy) classifies language learning taxonomy based on the model of Second language learning found by her. Her classification includes four categories; formal practicing, practicing functional, inferencing, and monitoring.²¹

But, the most often used to measure language learning strategy was taxonomy designed by Oxford. Through some of the reviews from previous taxonomy, she developed new category of language learning strategy, and it was widely used till today.

Oxford categorized language learning strategies' core into two categories; direct and indirect strategies. It was equal with Rubins' taxonomy but sub content in it was different. Direct strategies involved the direct use of language, so it could affect the language learning

 ¹⁸ Esim Gürsoy, "Investigating Language Learning Strategies of EFL Children for the Development of a Taxonomy," *English Language Teaching* 3, no. 3 (2010): 166.
 ¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

directly.²² whereas she defined indirect strategies as the support of language learning.²³

She classifies the direct strategy into three parts; memory, cognitive, and compensation strategies, while metacognitive, affective and social strategies under indirect strategies.²⁴ for more simple please see figure 2.1.

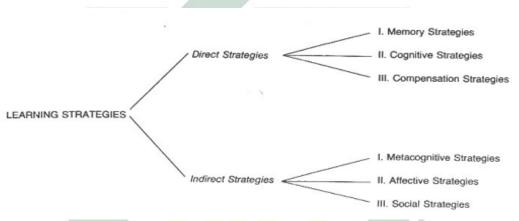


Figure 2.1 (LLS Taxonomy)

Oxford asserted that direct strategies were like the worker who perform the job.²⁵ It was linked to its function, they are to produce the language which was consist of some strategies. The function of memory strategies is retrieving and remembering new information. While for cognitive strategies is to understanding and producing language. and the function of compensation strategies is for using despite knowledge gaps.

²² Rebecca L. Oxford, *Language Learning Strategy*, 15–16.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid., 15.

In addition, Oxford also asserted that indirect strategies were like a director in a job. Its function was to manage how the language was produced.²⁶ Equal with direct strategies, it also had sub strategies. Metacognitive strategies used for coordinating the learning process, affective strategies are used for regulating emotion, and social strategies is used for learning with others.

Direct and indirect strategies must be combined to produce the best possible outcome of language. it was like a workers or performers who need the director to guide them to produce a language.

Those features of taxonomy designed by Oxford would be a tools to measure the language learning strategy in the present study because it has been widely used in several research.

B. Review of Previous Study

In 1995, the study about the Socio-Economic status which was related to education was conferenced by Hirth and Mitchell. The study investigated the relationship between learning achievement which was measured by students score and educational policy making which was correlated with Socio-Economic status. It was found that the Socio-Economic status had high correlation with learning achievement of Indiana learners.²⁷ The study was explained that Socio-Economic status

²⁶ Ibid., 16.

²⁷ Marilyn A. Hirth and Richard C. Mitchell, "An Indiana Investigation of the Impact of Expenditures & Socioeconomic Status on Student Achievement: Does Money Matter?" (presented at the National Council of Professors of FAucational Administration Annual Summer Conference, Williamsburg: THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC), 1995), 3.

was an important factor for learners to get the source access of information to gain the effective and optimal achievement. But because the differences of SES between learners, the source could not be accessed equally by all learners.²⁸

In 2003, another conference namely "Longitudinal Survey of Australian Youth (LSAY)" which was held by Rothman. The focus of the study was to investigate effect of Socio-Economic status and the change of it periodically, the indigenous and non-indigenous learners in Australia was the focus subject of this study. The result was indicated that Socio-Economic influenced developed learning the the achievement significantly. The learners who lived in high Socio-Economic zone had a better access on the source of knowledge. Clearly, the learners who lived in non-metropolitan zone had a lover average of learning achievement than they were lived in metropolitan zone.²⁹ The indigenous learners also had score of learning achievement above the average.

It could be sum that, the location of the learners which affected the Socio-Economic status of the family give an impact on learning achievement. Most of non-indigenous lived in metropolitan location, they got an enough access for their study. While for the indigenous which majority lived in non-metropolitan location, they had less of access on education source.

²⁸ Ibid., 15.

²⁹ Sheldon Rothman, "The Changing Influence of Socioeconomic Status on Student Achievement: Recent Evidence from Australia," in *The Changing Influence of Socioeconomic Status* (presented at the Longitudinal Surveys of Australian Youth (LSAY), Melbourne, Australia: Australian Council for Educational Research (ACEReSearch), 2004), 10.

The study was held by Tiffany also supported that there was a positive linear correlation between Socio-Economic status and academic or learning achievement. She also gave the further explanation that family with low Socio-Economic status has less time and attention to their children,³⁰ they more focus on working and how the way their family could eat. While for the high Socio-Economic family, they aware that their children education was more important, so they give more time, attention, and give them a way and guidance to get a better education.

In another study was held by Caro, the Socio-Economic had a significant effect on the learning achievement trajectories between low, mid, and high SES,³¹ it was caused that children more often spend their time on their environment (informal environment, such as friends and especially their family).

In Pakistan culture, the 13-15 teenagers were abandoned to drive a vehicle.³² It was the rule of the parents to give education in order to their children could have a good learning achievement. She found that had a car or vehicle for children or teenagers gave a negative effect on their achievement.33

³⁰ Tiffany Quagliata, "Ls There a Positive Correlation between Socioeconomic Status and Academic Achievement?" (St. John Fisher College, 2008), 20.

³¹ Daniel H. Caro, "Socio-economic Status and Academic Achievement Trajectories from Childhood to Adolescence," CANADIAN JOURNAL OF EDUCATION 32, no. 3 (2009): 580. ³² Zarina Akhtar, "Socio-Economic Status Factors Effecting the Students Achievement: A

Predictive Study," International Journal of Social Sciences and Education 2, no. 1 (January 2012): 286.

That statement was supported by the result of the study which was carried out by Ahmar & Anwar. The subject of this study was six school of eastern united states. They found that majority learners from high SES often got rewarded for their academic achievement, the opposite majority learners especially male, often got punishment.

From the definition and fact above, that could be conclude that Socio-Economic status has positive correlation and affect the academic achievement of the learners based on the process passed by the learners. The family and parents was the most important factors affecting it. With high Socio-Economic status background of family, the learners had more easy way to get an access for their education. Barry stated that Socio-Economic status was an important effect that supporting learners to get access for their study.³⁴

Sirin asserted that family' Socio-Economic background was the strongest factor affected the learning progress. In many research, family was used as the measurement tool of SES.³⁵ Usually it was measured by income, occupation and education.³⁶ However, in small number of research, a characteristic of neighbourhood and the items had by family also used as indicator.³⁷

³⁴ Jennifer Barry, "The Effect of Socio-Economic Status On Academic Achievement" (Wichita State University, 2006), 25.

³⁵ Selcuk R. Sirin, "Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research," *Review of Educational Research* 75, no. 3 (Fall 2005): 438.

³⁶ Ibid., 439.

³⁷ Ibid., 349.

In the other branch of research, language learning strategy was indicated as the most important factor which was affecting the academic performance or achievement.

The study was conducted by Suwarnak indicate that the result of the learners' academic achievement was relevant with the learning strategies used and believed by them.³⁸ 220 of Thai graduate students studying for Masters degrees at a public university in Thailand was participated to fill the questionnaire. It containing some questions about believe, language learning strategy used, and learning achievement. 35 of large group was chosen to be interviewed.

From that study, she was found that there was correlation between language learning strategy and academic achievement.³⁹ In addition, the believe of the strategies used by the learners also affected on their academic-achievement.

 ³⁸ Kasma Suwanarak, "English Language Learning Beliefs, Learning Strategies and Achievement of Masters Students in Thailand," TESOL in Context Special Edition S3, 2012, 1.
 ³⁹ Ibid.