#### **CHAPTER IV**

#### FINDING AND DISCUSSION

This chapter presented about the result of the research. It was divided into 2 main aspects. The first was *finding*, it showed the result of the research had been proceeding. All the important discovery and the data processing was explained here, such as hypothesis test and the answer of the research including the requirement to apply (for example mean, median, modus, standard deviation, and z score). the second was *discussion*, it was purposed to answer the research objective and explore the research discovery and explain the limitation of it, then connected it with the previous study.

#### A. Finding

This section presented the important discovery of the research. The learners' classification according to SES, normality assumption, homogeny assumption, MANOVA, and Pearson Correlation Product Moment were the topic was presented in this section.

# 1. The learners' Classification According to Their SES Level

The data was gotten from the participant was divided into three groups based on the Socio-Economic point (see *Appendix 9 (table 4.1. SES Classification)*). It was printed that 27 persons were categorized as learners with low SES, while 37 learners had middle SES family background, and the higher position of SES family level was owned by 11 learners. For the LLS the researcher did not show up the table

because there was not minimum or maximum score for LLS, it was depended on SES level, and it explained in the correlation product moment analyzation.

### 2. Normality Assumption

In order to check and investigate the normal distribution assumption, the Kolmogorov Smirnov test was used. The result (see *Appendix 10 (table 4.2 Normality Assumption)*) showed that the statistical significant (Asymp. Sig. (2-Tailed)) for Socio-Economic Status and All different language learning strategy showed indexes more than 5% or 0,05 (Asymp. Sig. > 0,05). For more simple see table 4.3.

Alpha Asymp. Variable Condition Conclusion Sig. (as) (A) SES (ss) more than (A) 0.054 Normal Memory 0.633 (ss) more than (A) Normal Normal Cognitive 0.114 (ss) more than (A) Compensatory 0.057 0.05 (ss) more than (A) Normal Metacognitive 0.152 (ss) more than (A) Normal Normal Affective 0.274 (ss) more than (A) Social 0.197 (ss) more than (A) Normal

 Table 4.3 (The summarize of Kolmogorov Smirnov test)

The SES, memory, cognitive, compensatory, metacognitive, affective, and social had *Asymp. Sig.* score more then 0,05, so it could be conclude that all of that variables was normal. It was mean that the

result of this researh was taken from the apportionment distribution of population, and it could be distributed in population.

The illustration of Socio-Economic status and language learning strategy distribution was shown in the normal curve, however the skewness indicate as little positive (see **appendix 11 (figure 4.1 and 4.2)).** 

**Figure 4.1** described the Socio-Economic status distribution. the curve showed that the data of SES was normaly distributed, because it was located on the center, however the tailed was litle aslanted to right. It was mean that most of the sample was categorized in the midle of SES. But there was some learners have an extrim value of high SES, it could be seen from the long line in the right side.

**Figure 4.2** described that average learners in English education department had quite good language learning strategy, it was indicated from the top of the line. But there were some learners with high language learning strategies. It was indicated on the tail in the right side which was lower and longer.

#### 3. Homogenety Assumption

It was one of requirement before performing MANOVA and Correlation Product Moment, because both of them was categorized of Parametric statistic. The function of homogeneity test was to check the equal data of variable (it was come from homogeny sample or not). Levene's test was run to check it. The result (see *appendix 12 (Table 4.4 Test of Homogeneity of Variance)*) point out that all of the significant value of mean had higher score than 0,05. For more detail see the following explanation.

Memory strategy	= 0.158 (mean) > 0,05 = Homogeny
Cognitive Strategy	= 0,719 (mean) > 0,05 = Homogeny
Compensatory Strategy	= 0,319 (mean) > 0,05 = Homogeny
Metacognitive Strategy	= 0,368 (mean) > 0,05 = Homogeny
Affective Strategy	= 0,576 (mean) > 0,05 = Homogeny
Social Strategy	= 0,368  (mean) > 0,05 = Homogeny

The level of sig( $\beta$ ) of them were greater than 0.05 (the value of Alpha ( $\alpha$ )), or it could be simplify as  $\beta > \alpha$ . It could be concluded that every strategy of language strategy in each class of Socio-Economic status was homogeny.

The function of homogeny assumption was to minimize or it could prevent the error when the parametric statistic was applied. So when the data was analyzed by using parametric statistic, it could be more confidence and accurate, because the level of error was reduced or had been anticipated.

# 4. MANOVA (Multivariate of Analysis)

In MANOVA there was two test was carried out first was MANOVA and Between Subject-Effect test was the second.

# a. MANOVA

MANOVA was carried out to check the hypothesis and to investigate about the differences of Socio-Economic class on language learning strategies. The result (see *appendix 12* (*Table 4.5 Multivariate Tests*)) show that significant score (P) was less than alpha score ( $\alpha$ ).

The *Pillai's Trace* showed value 0.001 < 0.05, while the result of *Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root* presented the value of 0.000 < 0.05. those kind of method which shown the mean sig. value was used to investigates the difference mean of combination of each strategy of language learning on group of Socio-Economic status. In this study, there was be found that the group of Socio-Economic status had different mean for the combination of each strategy of language learning,

It was mean that the null hypothesis of this study which was read "there was no relationship between Socio-Economic status and language learning strategy" was rejected.

#### b. Between Subject-Effect Test

It was purposed to investigate specifically the differences of each strategy of language learning was used by each students according to their SES level.

The result. (see *appendix 14 (Table 4.6 (Between Subject-Effect Test)*) In the SES column, shown that all of the *sig.* scores of each strategy of language learning was less than 0,05 (*Alpha score*).

Memory	= 0,000 (sig) < 0,05 (Alpha score)
Cognitive	= 0,002 (sig) < 0,05 (Alpha score)
Compensatory	= 0,000 (sig) < 0,05 (Alpha score)
Metacognitive	= 0,000 (sig) < 0,05 (Alpha score)
Affective	$= 0,000 \ (sig) < 0,05 \ (Alpha \ score)$
Social	= 0,000 (sig) < 0,05 (Alpha score)

It was proofed that all six strategies were significantly different from three classes of Socio-Economic status.

# 5. Pearson Correlation Product Moment

The correlation between Socio-Economic status and language learning strategy was investigated by using *Pearson Correlation Product Moment*. Before interpreted the result of the test, the author would show the criterion scale of the correlation. It was purposed to know about the power of the correlation. It was decided by Jonathan Sarwono and presented below.

- $\bullet \quad 0 \qquad = \text{no correlation}$
- $\diamond$  > 0 0,25 = very weak correlation
- 2 > 0.25 0.5 = enough correlation
- > 0,5 0,75 = Strong Correlation

♦ > 0,75 - 0,99 = Very Strong Correlation

 $\bigstar 1 = perfect correlation$ 

The result of the test (See *appendix 15 (table 4.7 (Pearson Correlation Product Moment)*) was explained as the list below.

SES (Socio-Economic status) had a correlation with each strategy of language learning. The value of correlation was shown in 0,856\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The memory strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,792\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The Cognitive strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,824\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The Compensatory strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,798\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The Metacognitive strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,879\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The affective strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,862\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation.

The social strategy had a correlation with each strategy of language learning and Socio-Economic status. The value of correlation was shown in 0,902\*\* scale. it was mean that it had very strong positive correlation. while the two stars indicate it was categorized as two tailed significant (it could be positive or negative correlation. Language learning strategy had a correlation with Socio-Economic status. The value of correlation was shown in 1 scale. it was mean that it had perfect positive correlation.

# **B.** Discussion

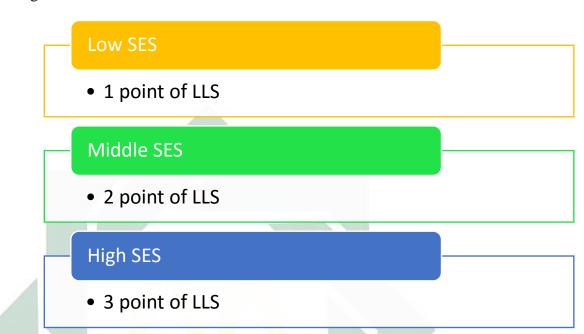
This chapter explained about the result of the research and the interpretation of it. The researcher divided it into three categorize. First was the interpretation of the result of the study, second was the analogy to make an easier understanding about the interpretation, and the last was the fact correlated with the result of the study.

First was the interpretation of the study. it was explained the conclusion and the explanation of study start from MANOVA until Pearson correlation.

From the MANOVA test, it could be seen that the H1 of the research had been accepted. It was asserted that there was correlation between Socio-Economic status and language learning strategies.

While the result of that test was supported with the conclusion of *Between Subject-Effect* test. It presented that every level of Socio-Economic status had different strategies of learning (for each strategy of language learning strategies).

And the result of *Correlation Pearson Product Moment* indicated the linier positive correlation between Socio-Economic status and language learning strategies. It was mean that More high the level it was



mean the better of language learning strategy they had. For more clear, let

see figure 4.3

Figure 4.3 (Linear Description Between SES and LLS)

The finding of this study was a guidance that Socio-Economic status perhaps affected the language learning strategies. Because both of them had an equal impact, Socio-Economic status and language learning strategies affected the learning achievement and the learning performance.

Farooq asserted that one factor affecting the level of students' performance was Socio-Economic status.<sup>1</sup> In addition, Jayanthi also presented that the family Socio-Economic background was the

<sup>&</sup>lt;sup>1</sup> Muhammad Shahid Farooq et al., "Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level," *Journal of quality and technology management* 7, no. 2 (2011): 2.

consideration variable that had significant contribution in academic performance.<sup>2</sup>

While in another research in the language learning field also presented that language learning aspect had important contribution in academic performance. Language learning strategies was argued as effective way to learning and it was an important factor in academic performance and achievement.<sup>3</sup> Javid stated that the language proficiency that affected the academic achievement and performance in language aspect was affected by the variance of learning strategies had by learners.<sup>4</sup>

When two things had some effect of one factor, there it was prohibition that they had correlation and affected each other. From some study had been mentioned in the previous paragraph, it was proofed that SES and language learning strategies has correlation or even more affected the academic performance and achievement. And the result of this study asserted that there was positive correlation between Socio-Economic status and language learning strategies. It was means that three of them (SES, LLS, and Academic performance/achievement) had correlation each other.

<sup>&</sup>lt;sup>2</sup> S. Valli Jayanthi et al., "Factors Contributing to Academic Performance of Students in a Tertiary Institution in Singapore," *American Journal of Educational Research* 2, no. 9 (August 24, 2014): 752.

<sup>&</sup>lt;sup>3</sup> Hui-ju Liu and Chih-hui Chang, "A Study on Language Learning Strategy Use and Its Relation to Academic Self-Concept: The Case of EFL Students in Taiwan," *Journal of Language Teaching and Research* 4, no. 2 (March 1, 2013): 260, accessed July 21, 2016, http://www.academypublication.com/issues/past/jltr/vol04/02/06.pdf.

<sup>&</sup>lt;sup>4</sup> Choudhary Z. Javid, Turki S. Al-thubaiti, and Awwadh Uthman, "Effects of English Language Proficiency on the Choice of Language Learning Strategies by Saudi English-Major Undergraduates," *English Language Teaching* 6, no. 1 (December 11, 2012): 35, accessed July 21, 2016, http://www.ccsenet.org/journal/index.php/elt/article/view/23040.

But, this study only investigates the relationship between Socio-Economic status and language learning strategies. For further research, such as investigating the effect of SES on language learning strategies was needed more research and another approaching.

Secondly, the researcher took an analogy of this study. An academic achievement/performance was argued as a bread in a bread' shop. Socio-Economic as Jimmy and language learning strategies as Emely was people who work on that shop. Both of them influence the quality of the bread. When jimmy had a good performance Emely would have a good performance, and the bread would be produced would had a good quality. And when the bread had a good quality, it was mean a good benefit for Jimmy.

This study investigated the correlation between jimmy and Emely (the correlation between SES and LLS). It was indicated that jimmy was the boss who always give advices to Emely. So when the boss could manage Emely well, Emely would have a good performance in many technique, so the bread production would good. But what kind of effect of that advice to Emely performance, it needed more investigation.

It could mean that when the Socio-Economic status of learners was good, the language learning of them also good, and the academic achievement/performance also good. But what was the impact of SES in every strategy in language learning, it needed more study and investigation.

Thirdly, this study was proofed that people who had good Socio-Economic status such as prestigious position, high education, or had a lot of income had more chance to educated their children with good quality. Parents with good position had more prohibition to had a link or sources that could be used to upgrade their child's learning strategy. While for high educated parents, also could infect their learning strategy to their child, so the child could develop it into the better strategies appropriated with their selves. And for high income was got by parents, they could locate their children into the prestigious education place. However, the result was strongly linier positive correlation there were some of learners who had middle or low Socio-Economic status still had a good language learning strategies. It was linier with the statement of the tiffany, that the attention, motivation, and role from parents was important. Parents with high education or much experience had a better chance to open their child mind-set. So the children had such a thinking that learning was important.<sup>5</sup> however this kind of phenomena (parents or family with low Socio-Economic background, especially in education sector) was very rare in this country. In average, the high Socio-Economic parents or family had more awareness about the learning achievement and the learning progress of their children.

In sum, it was found the guidance that could be used to further research deeply. When there was known that one variable had significant

<sup>&</sup>lt;sup>5</sup> Quagliata, "Ls There a Positive Correlation between Socioeconomic Status and Academic Achievement?," 20.

correlation with another variable, perhaps there was cause effect correlation between them. However, there was many factor had to considered in the next study such as motivation, the parents' attention, environment, and other that could be combined with Socio-Economic background, because the investigation was included in more specific.

