

**DIFFERENCES IN EFL LEARNERS' MOTIVATION ACROSS
SOCIOECONOMIC STATUS GROUPS**

An Undergraduate Thesis

Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Language Education



By

Meira Herawati

21322059

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2025

APPROVAL SHEET

**DIFFERENCES IN EFL LEARNERS' MOTIVATION ACROSS
SOCIOECONOMIC STATUS GROUPS**

By

Meira Herawati

21322059



Approved on 13th November 2025

By

Supervisor

Anandayu Suri Ardini, S.S., M.A.

NIP. 0530038803

RATIFICATION SHEET
DIFFERENCES IN EFL LEARNERS' MOTIVATION ACROSS
SOCIOECONOMIC STATUS GROUPS

By

Meira Herawati
21322059

Defended before the Board of Examiners on 19th November 2025 and
Declared Acceptable.

Board of Examiners

Chairperson : Anandayu Suri Ardini S.S., M.A.
First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd.
Second examiner : Astri Hapsari, S.S., M., TESOL



Yogyakarta, 25th November 2025

Department of English Language Education

Faculty of Social and Cultural Sciences

Universitas Islam Indonesia

Head of Department



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 13th November 2025



Meira Herawati

21322059

MOTTO

“Don’t be trapped in someone else’s dream”

(Sehun EXO)

DEDICATIONS

1. All praise be to Allah SWT for His noble gifts, His constant guidance, and His unwavering strength that have been bestowed upon me. Only His grace has enabled me to complete the challenging process of writing this thesis.
2. My deepest gratitude to my parents, Mr. Andi Karmidi and Mrs. Suwarni, for their endless love and support, and to my younger sibling, Yunita Rahma Wati for always encouraging me in my studies.
3. To my supervisor, Miss Anandayu Suri Ardini, S.S., M.A., for her guidance and patience, and to all PBI lecturers for the valuable knowledge shared during my studies.
4. To EXO and other K-pop artists, thank you for the inspiration, comfort, and motivation throughout this journey.
5. To my dear friends, “*Review Orang*,” Maya Tri Astuti and Fazma Nadia. Thank you for your support, encouragement, and companionship during this thesis writing process.
6. To my friends in Badmin and PBP. Divla Amanda, Ali Abdalla, Camelia Nur Jihan, Andrizar Arya, and Bintang Arifan. Thank you for the joy, memories, and friendship shared during our college years.
7. To all my friends in PBI, my valuable fellow fighters throughout this academic journey.
8. I am thankful to everyone else who contributed to the research and writing of this thesis, even if their names could not be listed one by one.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Alamin, praise be to Allah SWT, the Lord of the Worlds, the Almighty and Most Merciful. May peace and blessings always be upon the noble Prophet Muhammad SAW. I sincerely thank Allah SWT for His abundant blessings, guidance, and endless mercy that have accompanied me throughout this academic journey and enabled me to complete this undergraduate thesis. This thesis, entitled “DIFFERENCES IN EFL LEARNERS’ MOTIVATION ACROSS SOCIOECONOMIC STATUS GROUPS,” is submitted as a partial fulfillment of the requirements for the Bachelor’s Degree in English Language Education at the Islamic University of Indonesia. I am deeply aware that this work could not have been accomplished without the prayers, encouragement, and generous support of many individuals.

My sincere gratitude is extended to Miss Anandayu Suri Ardini, S.S., M.A., my thesis supervisor, for her valuable guidance, constructive feedback, and continuous encouragement throughout the process of completing this study. Her patience and insightful advice have been instrumental in helping me refine my ideas and complete this thesis successfully. I am truly grateful for her support and the knowledge I have gained under her supervision.

I would also like to express my deepest appreciation to Lucia Wirastuti Kindarsih, S.Pd., M.Acc., the Headmaster of SMAN 1 Kalasan, for granting permission to conduct this research at her school, and to Gema Galgani Jumi S, S.Pd., the English teacher, for her assistance and cooperation during the data collection process. My sincere thanks are also extended to all students of SMAN 1

Kalasan who willingly participated in this study. Their honesty and enthusiasm in completing the questionnaires made this research possible.

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Identification of the problem	5
1.3 Formulation of the problem	6
1.4 Objectives of the study	6
1.5 Significance of the study	6
CHAPTER 2	8
LITERATURE REVIEW	8
2.1 Socioeconomic Status	8
2.2 English Learning Motivation	10
2.3 Previous Studies	12
2.4 Conceptual Framework	14

CHAPTER 3	16
RESEARCH METHODOLOGY	16
3.1 Research Design.....	16
3.2 Sample and Population	16
3.3 Data Collecting Techniques.....	16
3.4 Validity	17
3.5 Reliability	18
3.6 Data Collection Procedure.....	19
3.7 Data Analysis Technique	19
3.8 Hypothesis	19
CHAPTER IV.....	21
FINDINGS AND DISCUSSION.....	21
4.1 Research Finding.....	21
4.1.1 The Profile of Socioeconomic Status Groups	21
4.1.2 English Learning Motivation Scale	22
4.1.3 One-Way ANOVA Test Results	26
4.2 Discussion	27
CHAPTER V	32
CONCLUSION.....	32
5.1 Conclusion.....	32
5.2 Recommendations	35
REFERENCES.....	37
APPENDICES	40

LIST OF TABLES

Table 1. The Reliability Test Result	18
Table 2. English Learning Motivation Scale.....	18
Table 3. Summary of Descriptive Statistics for Integrativeness	22
Table 4. Summary of Descriptive Statistics for Orientations.....	23
Table 5. Summary of Descriptive Statistics for Motivations	24
Table 6. Summary of Descriptive Statistics for Overall Motivations	25
Table 7. One-Way ANOVA Differences in Motivation Based on Father’s Occupation	26
Table 8. One-Way ANOVA Differences in Motivation Based on Mother’s Occupation	26

LIST OF FIGURES

Figure 1. Conceptual Framework.....	14
Figure 2. Fathers' Occupation Distribution.....	21
Figure 3. Mothers' Occupation Distribution	22

LIST OF APPENDICES

APPENDIX 1	40
APPENDIX 2	41
APPENDIX 3	44
APPENDIX 4	46
APPENDIX 5	48

**DIFFERENCES IN EFL LEARNERS' MOTIVATION ACROSS
SOCIOECONOMIC STATUS GROUPS**

By

Meira Herawati

21322059

ABSTRACT

Socioeconomic status (SES), which includes income, occupation, and parental education, is often linked to students' learning motivation. While many studies in Indonesia have investigated students' motivation to learn English, only a small number have focused on how variations in SES, particularly parents' occupations affect the motivation of EFL learners. Therefore, this study aims to examine whether SES influences motivation to learn English as a foreign language (EFL) among secondary school students in Indonesia. Data were collected from 104 students using questionnaires that measured SES and English learning motivation, and analyzed using a One-Way ANOVA in SPSS. Grounded in Gardner's (1985) theory, the results showed no significant relationship between SES and motivation to learn English ($r = 0.012$, $p = 0.905$). This finding is consistent with the ANOVA results, which indicated no significant differences in motivation across the three SES groups ($F = 1.441$, $p = 0.241$). The high mean scores in the orientation domain ($M = 5.61$) and the integrativeness domain ($M = 5.52$) suggest that students have clear goals and strong enthusiasm for learning English. This study has limitations because SES was measured only through parents' jobs, so it did not fully reflect students' real economic conditions. The research was also conducted in a school where most students come from middle-to-upper economic backgrounds.

Keywords: EFL learners, English skills, learning English, motivation, socioeconomic status.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is becoming ever more necessary as a global language in our increasingly connected world. However, with this increased importance comes the association of English language proficiency with social and economic power. Unfortunately, this correlation has led to growing concerns about the effect of socioeconomic status (SES) on learning the English language (Vonkova et al., 2024). According to Parsons et al. (2001), socioeconomic status (SES) refers to an individual's or family's social standing, determined by various factors including income level, educational attainment, and occupational prestige. Socioeconomic status indicates a person's or family's rank in relation to more privileged members of society. To measure SES, it is important to consider the specific field in question, as the definition may differ. Winkleby et al., (1992) noted that the concept of SES may change according to the specific context in which it is researched. According to the National Center for Education Statistics (NCES) (2012), socioeconomic refers to the level of access an individual has to resources such as social capital, cultural capital, financial capital, and human capital. Therefore, socioeconomic status (SES) is commonly explained through social classes or groupings based on socioeconomic categorization.

Socioeconomic status has affected motivational and belief-related aspects of language learning about the learning process. Thompson (2008) argues that

the socioeconomic status of learners is a crucial factor that, along with other variables such as age of acquisition, motivation, language family, and literacy, needs to be considered when investigating new language acquisition. On the other hand, students' age and socioeconomic status can significantly affect their ability to learn English. This research focuses on socioeconomic status and foreign language learner motivation. According to Dörnyei (2001), motivation in language learning influences three main aspects, why students choose to learn a particular language, how persistent they are in maintaining that interest, and how much effort they put into the learning process. Similarly, Kormos & Kiddle (2013), also state that motivation influences students' choice of learning interests, their persistence during the learning process, and the amount of energy and time they invest. They emphasize that motivation is shaped by learners' future goals and the learning environment. Motivated students actively engage in learning by asking questions, expressing opinions, completing lessons, taking notes, writing resumes, practicing, doing exercises, and assessing according to their learning needs. Earlier in the 1980s, Gardner (1985) stated that motivation involves the persistence and effort a learner shows in acquiring a language because of genuine interest and enjoyment. Identifying the learners' goals in studying a foreign language is crucial for understanding the sources of their motivation. Although Gardner's theory has been around since 1985, it remains the primary basis for understanding language learning motivation. The socio-educational model developed explains how students' attitudes, goals, and efforts shape their motivation, and it is still widely used in recent research. The Attitude/Motivation Test Battery (AMTB) instrument is often used to assess

foreign language learning motivation, including students' attitudes, interests, and efforts. The AMTB is particularly suitable for use in research on SES and EFL motivation because it helps to see whether differences in socioeconomic conditions affect students' attitudes and motivation to learn.

Numerous studies on motivation and SES have been conducted. A study by Pudmon, Webb, and Wongkittiporn (2021) revealed that the level of student motivation was also influenced by parental and environmental factors affecting children's motivation and ability to learn English effectively. This suggests that social class, along with factors such as family background and linguistic environment, are key sociocultural elements that affect language learning, particularly students' motivation to study English. Research from Vonkova, Papajoanu, and Moore (2024) examined the connection between socioeconomic status (SES) and motivation levels among secondary school students in the Czech Republic. The study aimed to explore how socioeconomic status (SES) influences students' motivation to study English as a foreign language (EFL), highlighting the importance of parent education for students' L2 experiences and their ideal L2 self. According to the findings, socioeconomic factors influence the relationship between parents' education levels and two aspects of second language learning, diminishing the direct impact of parental education on learners' motivation and their ideal L2 self. In the Czech context, opportunities such as school choice and family travel were found to meaningfully enhance students' motivation to learn English as a foreign language. According to Iwaniec (2020) research, students' motivation to learn a language is affected by their school location and their parents' educational

background. Results showed that parental education and school location influence motivation, especially among learners attending rural schools and coming from less-educated family environments, showing weaker motivation than those from urban backgrounds and highly educated parents. These types are linked to various factors such as a student's personal goals, beliefs about their agency, emotional processes, ideal selves in their second language, and self-regulation. The study underscores the importance of raising awareness among teachers about this issue and emphasizes the need for representative samples in language learning research that account for students' socioeconomic status. Furthermore, the study recommends that more investigations be conducted with participants from lower socioeconomic backgrounds. Elsan et al., (2022) findings indicated that either Dörnyei (2005, 2009) L2 Motivational Self System and Gardner's (1985) the concept of integrativeness and the learners' intended effort in the examined sample are not influenced by socioeconomic status, or that the theoretical constructs and measurement scales used to represent these factors lack validity in distinguishing learners based on SES. Although socioeconomic status was indirectly related to motivation through extended EFL course attendance, findings indicated that socioeconomic status (SES) was not directly related to L2 learning motivation.

Numerous studies have investigated how socioeconomic status (SES) relates to students' motivation to learn English as a second language, especially through factors such as parents' education, family support, and the school environment (Iwaniec, 2020; Pudmon et al., 2021; Vonkova et al., 2024). These factors shape students' learning experiences and confidence. Although many

studies in Indonesia have explored students' motivation to learn English, very few have specifically examined how differences in socioeconomic status (SES) influence the motivation of EFL learners. Most Indonesian research focuses on general motivational factors (such as attitudes, learning goals, the role of teachers, and classroom environment) without comparing students from low, middle, and high SES backgrounds. Meanwhile, international studies (Iwaniec, 2020; Pudmon et al., 2021; Vonkova et al., 2024) show that SES can shape motivation through parental education, access to learning resources, and school location, although some research also notes that this influence is not always direct (Elsan et al., 2022). A broader review of the literature also reveals many studies highlighting the connection between SES, academic achievement, and English proficiency. Therefore, it is necessary to revisit the different between SES and students' motivation to learn English to determine whether SES still affects students' interest and effort in learning, especially within Indonesia's unique social and cultural context.

1.2 Identification of the problem

In general, Socioeconomic status (SES) comprises a set of factors, which include income, education level, and occupation, that significantly influence individuals' access to resources and opportunities. These factors determine an individual's standing within the social hierarchy and ultimately affect their quality of life. Socioeconomic status is a significant contributor to students' success in academics, and it has been suggested that socioeconomic status plays a crucial role, especially in students' language performance (Vonkova et al., 2024). Students' socioeconomic status (SES) appears to have a significant

impact on several affective elements, including motivation, self-belief, self-regulation, and anxiety, in the context of learning a foreign language (Alamer & Alrabai, 2023). Students from different socioeconomic backgrounds may experience different levels of motivation, self-efficacy, and anxiety when studying a foreign language. As a result, socioeconomic status can influence motivation. The importance of motivation in second language learning is significant, as it is essential for starting and maintaining long-term learning objectives. (Vonkova et al., 2024)

1.3 Formulation of the problem

The study specifically aimed to answer the following questions: Is there a difference in terms of parents' occupation and learners' motivation when learning English as an L2?

1.4 Objectives of the study

This study aims to find out whether students from different socioeconomic status (SES) groups show different levels of motivation in learning English. This research also serves as an early or introductory study for future researchers who want to explore this topic further.

1.5 Significance of the study

This research aims to find out how in terms parents' occupation status may influence motivation in learning English among students from different socioeconomic status groups. By conducting a thorough analysis of this relationship, identify key factors that may be used to enhance educational outcomes and support student success. The study's findings will expand the

literature on second language learning motivation and shed light on various elements that impact the motivation of learners to study English in a foreign language environment.

CHAPTER 2

LITERATURE REVIEW

2.1 Socioeconomic Status

Socioeconomic status typically reflects the position of an individual or family within the social hierarchy according to their power, financial standing, history, and level of education (Elsan et al., 2022; National Center for Education Statistics (NCES), 2012). Winkleby et al. (1992) state that SES is a multifaceted concept influenced by a wide range of factors, commonly defined as a combination of financial, occupational, and educational elements. When assessing SES, it is crucial to consider the particular domain under scrutiny, as its definition might vary accordingly. For example, has been analyzed as a variable in research on academic achievement (Munir et al., 2023) depression, and anxiety (Verbeek et al., 2019), and learning challenges. Furthermore, socioeconomic status is probably a reflection of family lifestyle. The socioeconomic status of an individual is closely tied to their lifestyle choices, financial situation, and the overall economic environment of their family. This indicates that socioeconomic status reflects not only individual decisions but also broader familial and societal influences. In general, socioeconomic status can be grouped into three social classes: upper, middle, and lower.

The concept of low socioeconomic status, as defined by Suleman et al., (2012), denotes that individuals with reduced incomes experience a lack of economic resources, culminating in social disadvantage, limited access to quality education, poor working conditions, housing instability, and residence in

unsafe neighborhoods. Besides that, the American Psychological Association (APA) (2018) stated that socioeconomic status (SES) involves more than just income, it also includes education, financial stability, and people's own perceptions of their social position. Poverty is not one isolated factor but is influenced by a range of physical and psychological pressures.

The middle class refers to a socioeconomic group that occupies a comfortable position within the social hierarchy. This class is predominantly defined by occupation, income level, educational attainment, and social standing. Members of the middle class generally experience a moderate degree of financial stability and comfort, often being employed in professional or skilled occupations that provide a solid standard of living. It's important to note that individuals with parents working in roles such as clerks, office assistants, officials, airmen, constables, and army constables also fall within the middle-class category based on their socioeconomic status. In summary, historically, the middle class has encompassed professionals, shopkeepers, and individuals operating smaller businesses.

The term high socioeconomic status pertains to individuals or groups who occupy the high society of the socioeconomic hierarchy. This classification encompasses various dimensions, including income, wealth, education, occupation, and social connections. The parents of students belonging to this category often have prestigious occupations such as bureaucrats, doctors, professors, engineers, businessmen, professionals, and gazetted officers. Furthermore, within this social class, there are affluent groups such as

conglomerates and executive stakeholders who possess significant wealth and influence. As a result, individuals within this category typically have the means to readily fulfill all essential needs and live comfortably (Suleman et al., 2012).

Socioeconomic status represents a person's or family's relative social and economic position in the community, which is shaped by factors such as income, education, occupation, and social status. This status reflects the quality of life as well as the range of opportunities and privileges available to individuals in a particular social structure. Moreover, it plays a vital role in determining access to resources, healthcare, education, and overall quality of life. This comprehensive indicator reflects the quality of life and the opportunities available to individuals within a particular societal context. SES significantly influences access to resources, healthcare, education, and overall well-being. For example, a study examined the impact of SES on learning outcomes and found that students' socioeconomic status has a notably influential effect (Ghorbani & Golparvar, 2020). In the field of sociology of education, socioeconomic characteristics of students are the most commonly studied factors in understanding learning outcomes.

2.2 English Learning Motivation

As described by Williams & Burden (1997), motivation involves a indicate of cognitive and emotional arousal leading to a conscious decision to act and a sustained period of intellectual and/or physical effort. This definition highlights the multifaceted nature of motivation, encompassing both cognitive and emotional aspects. Further research by Dörnyei (1998), emphasizes the pivotal

role of motivation in ESL proficiency, underscoring its profound influence on learners' second language acquisition. Buriro et al. (2015) elaborate on this by outlining the various components of students' motivation in learning English, including reasons, inner drive, encouragement, control of behaviors, interests, attitudes, aspirations, and the pursuit of specific learning goals influenced by individual needs. This comprehensive understanding of motivation sheds light on its intricate interplay with various facets of language acquisition and underscores its significance in education and language learning strategies.

Second and foreign language learning is supported by numerous theoretical frameworks and conceptualizations relating to language learning motivation. Among these, two prominent theories stand out, Gardner's (1985) integrative and instrumental motivation and Dörnyei's (2005) L2 motivational self-system. Gardner (1985) the concept of integrative motivation delves into learners' inclination toward communication, integration, and potential assimilation within the target language community. This motivation is rooted in the profound willingness to relate to the language and the culture it represents. This concept is measured through the AMTB, which includes integrativeness, attitudes toward the learning situation, instrumental motivation, and motivational intensity. In contrast, Dörnyei's model focuses on learners' internal self-guides, such as the ideal L2 self and the personal goals they want to achieve through language learning, highlighting the role of self-concept and future aspirations.

In this research study, we will employ the theoretical frameworks of integrative and instrumental motivation as explained by Gardner & Lambert

(1959). Language learning motivation arises from multiple influences such as family support, social environment, and teacher involvement. Recent research in the field of language acquisition has honed in on exploring the intricate interaction between students' integrative and instrumental motivations and how these motivations are impacted by the environment (Gardner, 1985).

2.3 Previous Studies

Research on the relationship between socioeconomic status (SES) and foreign language learning remains relatively limited (Vonkova et al., 2024). Nonetheless, a few studies have been conducted across various settings. In investigating how socioeconomic status (SES) relates to motivation in learning a foreign language, previous research has typically used school-based measures of socioeconomic status. Research from Vonkova et al. (2024) in a study investigating Czech secondary school learners, researchers explored how socioeconomic status impacts motivation in learning English. Results showed that parental education and students' socioeconomic background were key factors influencing their experience of learning a second language (L2) and the concept of an ideal second language self. The analysis was based on data collected from L2MSS measures and related background variables. The study reveals that socioeconomic background significantly influences students' second language learning experiences as well as their ideal L2 self. Additionally, children from wealthier families were observed to have stronger English abilities, likely due to more frequent travel abroad and greater exposure to English communication.

According to Elsan et al. (2022) aimed to explain the relationship between students' socioeconomic status, self-reported English proficiency level, length of schooling in private institutions, and L2 motivational factors. With the scales and items of L2 motivation adapted from Taguchi et al. (2009) for useful motivation factors to measure students' socioeconomic status found that Dörnyei (2005, 2009) L2 Motivation Self-system and Gardner (1985) integration and learners' intended effort were independent of socioeconomic status, possibly due to limitations in the conceptual design or validity of the measurement scales used to assess these factors. It was also observed that students with longer involvement in private EFL instruction tended to evaluate their English proficiency more positively. Furthermore, both perceived proficiency and duration of private EFL course attendance showed positive associations with students' motivation and socioeconomic status. Even though socioeconomic status showed a positive connection with the duration of private EFL course participation, and this duration was positively linked to L2 motivation, the study did not show a direct link between socioeconomic status and students' motivation to learn a second language.

According to Iwaniec (2020) research, SES indicators, such as school location and parental education, impact the learning motivation of 15-year-old Polish students studying English. The results indicate that when comparing students based on the rural/urban divide and the level of their parents' education as indicators of socioeconomic status (SES), significant findings emerge. Specifically, attending rural schools and those whose parents lack higher education often display lower confidence in their English learning abilities.

The research conducted by Pudmon et al. (2021) employed a combination of methods to determine the essential support needed for primary students to enhance their motivation in learning English, to explore the parental behaviors and beliefs that affect their English learning, and to assess the level and primary type (integrative or instrumental) of their motivation. The results emphasized that children’s learning is significantly shaped by their parents’ attitudes, socioeconomic background, and surrounding community. The findings indicate that children from high-income families enjoy numerous advantages, including better health, living environments, educational opportunities, and overall access to resources. Survey data suggest that these students show high motivation to learn English and recognize its importance. However, interview results reveal that adults in their communities tend to view English as valuable primarily for the younger generation. Conversely, children from low-income or disadvantaged areas lack such supportive conditions. Many of them have limited learning opportunities and receive little parental guidance.

2.4 Conceptual Framework

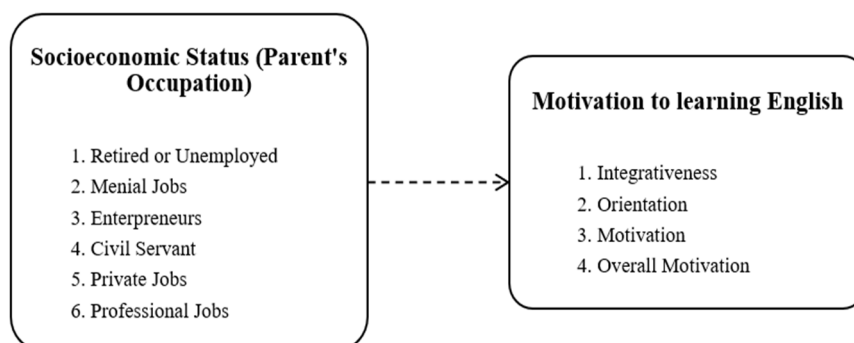


Figure 1. Conceptual Framework

In general, the conceptual framework of this study depends on the relationship between two variables. The independent variable in this study is socioeconomic status, which is assumed to influence the dependent variable, students' motivation to learn English. In this study, SES is represented by parents' occupation. This indicator was chosen because occupation is one of the most stable and representative measures of a person's socioeconomic position. Parents' occupation reflects income level, social stability, and family expectations toward their child's education, all of which can influence the learning environment and the academic opportunities available to students.

Gardner & Lalonde (1985) introduces the Socio-Educational Model, which explains how psychological, social, and educational factors influence each other in the language learning process. This model emphasizes that attitudes and motivation play an important role in determining a person's success in learning a second language. One of the main concepts introduced by Gardner is integrativeness, which is an individual's desire to interact and become part of the target language community. In addition, Gardner also developed the Attitude/Motivation Test Battery (AMTB), a measuring tool designed to assess the relationship between attitude, motivation, and language learning outcomes. This instrument has since been widely used by researchers in various language learning contexts as a tool for understanding the factors that influence learning motivation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study utilized a quantitative research method to investigate the association between socioeconomic status and students' motivation in learning English. The correlation technique was used to examine the relationship between the variables, and descriptive statistics were applied to describe the data. Information gathered via Google Forms was organized in Excel and analyzed using SPSS. The findings were displayed in tables and graphs for clearer interpretation.

3.2 Sample and Population

This study was conducted on high school students in the Yogyakarta area, with criteria based on schools with diverse socioeconomic statuses. The sampling technique used was probability sampling. The researchers used cluster sampling to determine the schools that would be the sources of research data. The selection of samples was conducted randomly while still considering the criteria of the students' socioeconomic status. This resulted in 104 participating samples taken from 3 classes in grades 10 to 12.

3.3 Data Collecting Techniques

3.3.1. Instrument

3.3.1.1. Socioeconomic Status Questionnaire

In this study, socioeconomic status (SES) was determined using an occupational prestige score. Each parent's occupation was assigned a score that reflects its prestige level, ranging from low to high jobs: 1 for retired or unemployed, 2 for menial jobs, 3 for entrepreneurs, 4 for civil servants, 5 for private sector employees, and 6 for professional workers.

3.3.1.2. English Learning Motivation Questionnaire

To measure students' motivation toward learning English, the study implemented a questionnaire structured on a 7-point likert scale, with responses ranging from strongly disagree to strongly agree. Gardner's Attitude/Motivation Test Battery (AMTB) served as the basis for the instrument, which was modified to fit the context of Indonesian EFL learners. Following Gardner's theoretical model, the components assessed included integrativeness, motivation, orientation, and overall motivation. The items were adopted from Lifrieri's (2005) instrument.

3.4 Validity

A research instrument can be said to be valid if the instrument can be used to measure the indicators in the research to be carried out. Thus, validity is the standard of accuracy of data that occurs in the object of research, with the strength that researchers can report. The validity test was carried out to determine the validity of the questionnaire instrument that would be used in the study. In

research, researchers will only use valid data after conducting trials. Data validity in this research, the validity to be measured is the subcomponent of motivation (interest, attitude, etc.) as a measure of motivation to learn English as a target language, cultural capital, and parents' occupation as a measure of socioeconomic factors that may affect motivation.

3.5 Reliability

The researcher utilized SPSS to carry out descriptive statistical analysis and test the reliability of the instrument. This process ensured the selection of valid and reliable questionnaire items for the study. The instrument adopted was Gardner's Attitude/Motivation Test Battery (AMTB), which in this study was adapted using a five-point Likert scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree.

Table 1. The Reliability Test Result

Cronbach's Alpha	N of items
.811	30

Table 2. English Learning Motivation Scale

No	Dimension	Number of Items	Item Number
1	Integrativeness	7	1, 2, 3, 4, 5, 6, 7
2	Orientations	8	8, 9, 10, 11, 12, 13, 14, 15
3	Motivations	8	16, 17, 18, 19, 20, 21, 22, 23
4	Overall Motivations	7	24, 25, 26, 27, 28, 29, 30

3.6 Data Collection Procedure

This section explains the data collection procedure for independent and dependent variables. The first step is to ask students for permission to fill out the prepared questionnaire. The questionnaire consisted of two parts, measuring students' socioeconomic status (SES) and the other assessing their motivation toward English learning. The required number of respondents is 100 students, with sample data taken from 3 classes ranging from 10th to 12th grade.

3.7 Data Analysis Technique

This section presents the methods used for collecting and analyzing data. Data analysis was conducted using Microsoft Excel and SPSS, with One-way ANOVA to identify whether there are differences in learning motivation levels based on students' socioeconomic status (SES) categories. The interpretation of the analysis results is based on the significance value (Sig.). If the significance value is greater than 0.05, then there is no significant difference between the groups. On the other hand, if the significance value is less than 0.05, then there is a significant difference. Thus, this test is used to determine whether SES differences affect students' motivation to learn English.

3.8 Hypothesis

1. Father's Occupation

H_0 = There is no difference in EFL learners' motivation across socioeconomic status groups, i.e. father's occupation.

H_a = There is a difference in EFL learners' motivation across socioeconomic status groups, i.e. father's occupation.

2. Mother's Occupation

H_0 = There is no difference in EFL learners' motivation across socioeconomic status groups, i.e. mother's occupation.

H_a = There is a difference in EFL learners' motivation across socioeconomic status groups, i.e. mother's occupation.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Finding

4.1.1 The Profile of Socioeconomic Status Groups

The results of the study show that the occupations of the students' parents are quite varied. For fathers, the largest group works as entrepreneurs with 24% (25 people), followed by professional workers at 21.2% (22 people). In addition, 17.3% (18 people) work in menial jobs, 15.4% (16 people) are retired or unemployed, 12.5% (13 people) are civil servants, and 9.6% (10 people) work in the private sector. Mothers' occupations show a different pattern, where most of them are retired or unemployed, reaching 65.4% (68 people). Among those who work, 12.5% (13 people) are civil servants, 8.7% (9 people) work in the private sector, while 5.8% (6 people) work in menial jobs, and another 5.8% (6 people) are entrepreneurs. Professional workers form the smallest group with only 1.9% (2 people).

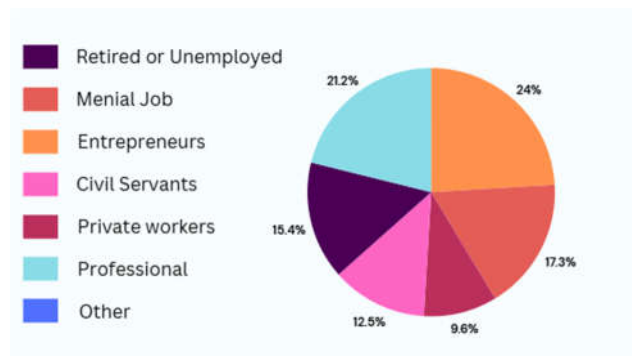


Figure 2. Fathers' Occupation Distribution

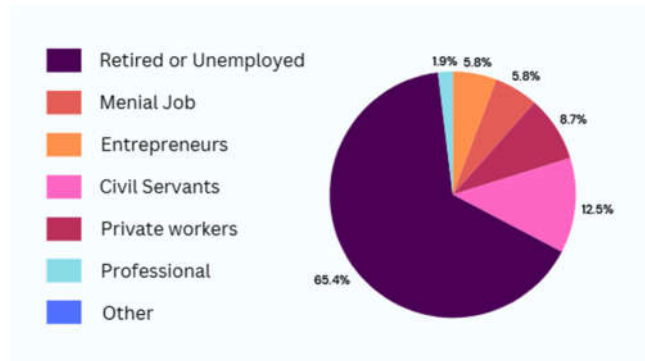


Figure 3. Mothers' Occupation Distribution

4.1.2 English Learning Motivation Scale

4.1.2.1 Integrativeness

Table 3. Summary of Descriptive Statistics for Integrativeness

Items	Mean	Std. Deviation
Learning English is important to me because it helps me make new friends.	6.36	.975
I want to be able to communicate with other people in English.	6.09	1.089
Learning English matters to me since my friends enjoy listening to English songs.	5.80	1.186
I like watching English TV shows as a way to practice the language.	5.69	1.394
I consider learning English important because students in other schools also study it.	5.40	1.383
Learning English is valuable to me because many of my classmates speak English.	5.07	1.490
When I listen to English songs, I pay close attention to understand the lyrics.	4.21	1.412
Average	5.52	

Based on Table 3, the aspect of integrativeness shows that students' motivation in learning English is mainly influenced by social factors. The statement with the highest mean is the importance of learning English to make new friends (mean = 6.36, SD = .975), followed by the desire to

speak with others in English (mean = 6.09, SD = 1.089). Conversely, attention to English song lyrics had the lowest mean (mean = 4.21, SD = 1.412). In general, these results indicate that students' integrative motivation focuses more on social interaction than on personal interest.

4.1.2.2 Orientations

Table 4. Summary of Descriptive Statistics for Orientations

Items	Mean	Std. Deviation
Learning English is important to me because it will support my future studies.	6.23	1.063
I believe that studying English is important because it can help me earn a higher income in the future.	5.97	1.074
Learning English is important to me because it helps me perform better in other subjects.	5.94	1.050
Studying English is important to me because it makes my parents proud.	5.86	1.127
Indonesians who speak English are often considered intelligent.	5.80	.999
Indonesians who can speak English are usually financially well-off.	5.50	1.106
Indonesians who speak English tend to live in better neighborhoods.	4.87	1.373
Indonesians who speak English usually own expensive cars.	4.75	1.739
Average	5.61	

The results of the descriptive analysis in Table 4 show that students' motivation to learn English is mainly driven by academic and future benefits. The highest score appeared in the belief that English is important to support further studies (mean = 6.23, SD = 1.063). Students also believe that English language skills can help them earn higher incomes (mean = 5.97, SD = 1.074) and improve their performance in other subjects (mean

= 5.94, SD = 1.050). The motivation to make parents proud is also quite strong (mean = 5.86, 1.127). Meanwhile, perceptions that associate English language skills with social status, such as living in a better neighborhood or owning an expensive car, received lower scores (mean 4.87 and 4.75, SD 1.373 and 1.739).

4.1.2.3 Motivations

Table 5. Summary of Descriptive Statistics for Motivations

Items	Mean	Std. Deviation
I don't need to put much effort into completing my English assignments correctly.	5.22	1.507
If I had the option, I would choose to study another language instead of English.	3.98	1.468
After finishing school, I do not plan to continue studying English.	3.38	1.650
When I receive my corrected English assignments, I usually don't review my mistakes.	2.43	1.419
Among all languages, English is the one I like the least.	2.35	1.480
I would like to be able to read books written in English.	3.34	1.319
In class, I prefer when the teacher speaks only in English.	1.98	1.321
I dislike learning English.	1.87	1.166
Average	3.07	

Table 5 shows that students' motivation levels for learning English are still relatively low. The item with the highest average score is that they do not work hard to do English correctly (mean = 5.22, SD = 1.507), which indicates that some students feel that English assignments are not too difficult for them. However, several other statements show less positive attitudes toward English, such as they hate English, which is very low

(mean = 1.87, SD = 1.166), and they prefer teachers to speak only English (mean = 1.98, SD = 1.321). Overall, these data indicate that some students do not yet have strong intrinsic motivation to learn English.

4.1.2.4 Overall Motivations

Table 6. Summary of Descriptive Statistics for Overall Motivations

Items	Mean	Std. Deviation
I want to become proficient in English.	6.63	.638
I study English at home to improve and learn more quickly.	5.36	1.131
If English were not taught at my school, I would still study it elsewhere.	5.12	1.109
I enjoy learning English.	4.88	1.160
I would like to have more English classes so I can learn more.	4.77	1.192
When I find something difficult to understand in English class, I immediately ask for help.	4.74	1.123
I plan to continue studying English in the future.	3.96	1.157
Average	5.07	

The results in Table 6 show that students have a relatively high level of motivation to learn English. The highest scores were for the desire to be proficient in English (mean = 6.63, SD = .638), followed by independent study at home (mean = 5.36, SD = 1.131) and the willingness to continue learning even if it is not taught at school (mean = 5.12, SD = 1.109). Students also enjoy learning English and want to increase their class hours, although with lower scores. The lowest score was for plans to continue learning English in the future (mean = 3.96, SD = 1.157).

4.1.3 One-Way ANOVA Test Results

Table 7. One-Way ANOVA Differences in Motivation Based on Father's Occupation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1065.618	5	213.124	.878	.499
Within Groups	23799.420	98	242.851		
Total	24865.038	103			

Table 7 shows the differences in students' English learning motivation based on father's occupation. Based on the results of the One-Way ANOVA test, the effect of the father's occupation as an indicator of socioeconomic status on English learning motivation shows an F value of 0.878 with $p = 0.499$. Because the significance value is greater than 0.05, H_0 is accepted, and H_a is rejected. This means that there is no significant difference in EFL learning motivation between the father's occupation groups. Thus, the father's occupation as a representation of SES does not significantly affect students' motivation to learn English.

Table 8. One-Way ANOVA Differences in Motivation Based on Mother's Occupation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1598.121	5	319.624	1.346	.251
Within Groups	23266.917	98	237.418		
Total	248.038	103			

Then, another result for the differences in students' English learning motivation based on mother's occupation is displayed in Table 8. The

ANOVA test results showed a value of $F(5,98) = 1.346$ with $p = 0.251$. Because the p-value is greater than 0.05, there is no significant difference in student learning motivation based on the category of the mother's occupation. Thus, H_0 is accepted, and H_a is rejected. Therefore, it can be concluded that the mother's occupation does not have a significant effect on student learning motivation.

4.2 Discussion

The purpose of this study is to examine whether there are differences in students' English learning motivation based on their socioeconomic status (SES). A total of 104 students from a public school in Yogyakarta participated in this study. Based on the results of the One-Way ANOVA test, neither the father's occupation nor the mother's occupation shows a significant effect on students' English learning motivation. For the father's occupation, the ANOVA results show $F(5, 98) = 0.878$ with $p = 0.499$. Since the p-value is greater than 0.05, H_0 is accepted, and H_a is rejected, which means that there is no significant difference in EFL learning motivation across the father's occupation categories.

A similar result is found for the mother's occupation. The ANOVA test shows $F(5, 98) = 1.346$ with $p = 0.251$, and the p-value is greater than 0.05. Indicates that there is no significant difference in students' learning motivation based on the mother's occupation categories. Thus, H_0 is accepted, meaning that the mother's occupation is also a difference in motivation based on mother's occupation.

These findings stand in contrast to several previous studies that identified a significant relationship between socioeconomic status and

motivation to learn foreign languages. For example, research by Vonkova et al. (2024) in the Czech Republic showed that socioeconomic status and parental education levels play an important role in shaping students' L2 learning experiences and ideal L2 selves. Students with high SES tend to have better motivation to learn English because they often travel abroad and have opportunities to communicate in English. Iwaniec (2020) found that school location and parental education, as measures of socioeconomic status, significantly influence students' motivation for learning English in Poland. Students from rural backgrounds and low-educated families show less confidence and motivation than their urban peers with educated parents.

However, the results of the present study are more consistent with those of Elsan et al. (2022), who reported no direct relationship between socioeconomic status and second language (L2) motivation. Although SES correlates with the length of time spent taking English courses at private institutions and students' perceptions of their English language abilities, this relationship is indirect in relation to learning motivation. This means that SES may influence learning opportunities, but it does not automatically determine students' motivation levels.

Research by Pudmon et al. (2021) emphasizes that students require strong motivation to learn English, which is heavily influenced by support from both parents and teachers. Environmental factors, including parental behaviors and beliefs, socioeconomic status, and community support, play a crucial role in shaping children's learning outcomes. Although children from high-income families have more facilities and learning opportunities,

their motivation is still influenced by social and emotional factors, not just economic factors. However, low-income families often face obstacles in providing academic support due to financial and social limitations, which leads to inequality in learning opportunities.

The analysis of the findings shows that the orientations domain (mean = 5.61) and integrativeness (mean = 5.52) have a high influence in this research. The orientations domain indicates that most students have a strong and focused orientation toward learning English. This orientation describes the students' goals in learning English, whether for academic purposes, social communication, or future careers. Furthermore, the integrativeness domain (mean = 5.52) indicates that students have a strong desire to interact and become part of the English-speaking community. This value indicates a positive attitude toward the target foreign language and its culture, with students showing relatively consistent responses.

Thus, the findings suggest that variations in socioeconomic background have no significant impact on students' motivation to learn English. Instead, learning motivation is more influenced by non-economic factors, especially those related to the school environment and students' intrinsic motivation. Gardner (1985) asserts that motivation in language learning is influenced primarily by social and psychological factors, including learners' attitudes and environmental support, rather than solely by economic conditions. According to Dörnyei (1998), building on Gardner's (1985) theory, motivation is a factor in the success of learning a foreign language or a second language. Explains that motivation depends

on how learners experience the learning process, their self-confidence, and their need for social acceptance. Dörnyei points out that motivation comes not only from practical reasons but also from the wish to connect with the culture of the language's speakers.

Furthermore, research by Anwar et al. (2020) shows that students have two main orientations, integrative and instrumental, with high levels of motivation in both. The integrative orientation is reflected in their desire to understand the culture of native speakers and interact with the global English-speaking community, while the instrumental orientation relates to the view that English proficiency is important for education and career development. The study suggests that students' motivation for learning is influenced by both practical needs and cultural interests, influenced by a combination of external support and internal encouragement, rather than socioeconomic factors.

Overall, this study shows that students' motivation to learn English is influenced not only by practical needs but also by emotional and cultural factors. Students recognize that English skills provide more than economic benefits, they also expand cultural understanding and enable cross-cultural communication. The findings highlight that motivation does not depend on socioeconomic conditions but grows from both external support and internal drive. Although economic factors may affect the resources students have, they do not automatically increase motivation. Instead, motivation is shaped more strongly by internal factors such as perseverance, interest, personal goals, and support from the school environment. Thus, internal factors play

a greater role than economic factors in shaping students' motivation to learn English.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study was conducted to determine whether there are differences in English learning motivation based on socioeconomic status (SES) among 104 senior high school students. SES in this research was measured through the category of parents' occupations, which were then grouped into three SES levels: low SES, middle SES, and high SES. Meanwhile, students' English learning motivation was measured by students' levels of motivation in learning English, which include integrativeness, orientation, motivation, and overall motivation.

The results of the One-Way ANOVA test show that neither the father's occupation nor the mother's occupation has a significant effect on students' motivation to learn English. The father's occupation resulted a value of $F(5, 98) = 0.878$, $p = 0.499$, while the mother's occupation resulted in $F(5, 98) = 1.346$, $p = 0.251$. Both p-values are greater than 0.05, H_0 is accepted, which means that there is no difference in EFL learning motivation based on the parents' occupation category. Thus, parents' occupation as an indicator of SES does not have a significant effect on students' learning motivation.

Meanwhile, descriptive results from the motivation scale show that the orientations domain (mean = 5.61) and the integrativeness domain (mean = 5.52) play an important role in this study. This indicates that these factors exert a strong impact on students' motivation to learn English. Additionally, the high mean score in the orientation domains reflects that the majority of students have clearly defined and goal-oriented objectives in learning English. Their goals

vary, ranging from achieving academic success, improving communication skills, to preparing themselves for future career opportunities where English language skills are important. This finding indicates that English is a valuable skill that can open up broader academic and professional opportunities. Additionally, the high average score in the integrativeness domain indicates that students also have a strong emotional and social attachment to the English language. The results reveal that students possess a sincere desire to interact with and become part of the English-speaking community, reflecting an openness to diverse cultures and a readiness to engage in intercultural communication. This favorable attitude toward the English language and its associated culture indicates that students' motivation is influenced not merely by external incentives, but also by an intrinsic interest and appreciation for English as a medium of global interaction.

The results of this study contrast with several previous studies that found a correlation between socioeconomic status and motivation to learn foreign languages. For example, research conducted by Vonkova et al. (2024) in the Czech Republic demonstrated that socioeconomic status and parental education significantly influence second language (L2) learning experiences and students' ideal self-image in language use. Students with high SES generally have greater motivation to learn English because they travel abroad more often and have more opportunities to use the language. Similar findings were reported by Iwaniec (2020), who stated that school location and parental educational background as indicators of SES that influence motivation to learn English in Poland. Students from rural areas with low-educated parents tend to have lower self-confidence

and motivation compared to students from urban areas with highly educated parents.

The findings of this study are consistent with those of Elsan et al. (2022), showing that students' socioeconomic status is not significantly linked to their second language motivation. Although SES is related to the length of time students attend English courses at private institutions and their perception of their language abilities, this influence is indirect in terms of learning motivation. This means that socioeconomic status can influence learning opportunities, but it does not automatically determine students' motivation levels. In line with this, research by Pudmon et al. (2021) confirms that environmental factors such as parental behavior and beliefs, as well as community support, play an important role in shaping children's motivation to learn English. Children from high-income families do have more facilities and learning opportunities, but their motivation is still more influenced by social and emotional factors than economic factors alone.

This study indicates that students' motivation to learn English is influenced by a variety of factors beyond socioeconomic status, with a supportive learning environment and individual interests and goals contributing substantially. Learning motivation is more influenced by non-economic factors, such as the school environment, and students' intrinsic motivation. Gardner (1985) asserts that language learning motivation is more influenced by psychological and social factors, while Dörnyei (1998) highlights the importance of classroom interaction, and the relevance of language to students' future. Aimed to examine the motivational orientations of Indonesian students in learning English as a

foreign language (EFL). The findings indicated that students had two main orientations, integrative orientation and instrumental orientation, with the same high level of motivation. The integrative orientation is shown by students' desire to understand the culture of native speakers and interact with the global English-speaking community, which reflects a positive attitude towards foreign languages and cultures. Meanwhile, the instrumental orientation is shown by students' view that English language skills are important to support their education, career, and social mobility in the future.

Overall, this study shows that student motivation is not only practical but also emotional and cultural, as they realize that English proficiency not only provides economic benefits but also broadens cultural perspectives and opens opportunities to participate in cross-cultural communication. Their findings reinforce the idea that learning motivation is not solely the result of socioeconomic conditions, which is not solely determined by one factor, but emerges from the intricate interaction of external support and learners' internal motivation. Although economic conditions can affect the learning facilities available to students, this does not automatically lead to higher motivation. Instead, learning motivation often stems from internal psychological factors such as perseverance, interest, personal goals, and social support obtained from the school environment. Thus, it can be concluded that internal factors are dominant over economic factors in building students' motivation to learn English.

5.2 Recommendations

Further research is recommended to compare the economic status of high- and low-income students with their motivation to learn English. This research

can be conducted by taking samples from two schools with different student economic levels, or from one school with a wide range of economic statuses.

REFERENCES

- Alamer, A., & Alrabai, F. (2023). The Causal Relationship Between Learner Motivation and Language Achievement: New Dynamic Perspective. *Applied Linguistics*, 44(1), 148–168. <https://doi.org/10.1093/applin/amac035>
- American Psychological Association (APA). (2018). *Socioeconomic Status*. <https://www.apa.org/topics/socioeconomic-status/>.
- Anwar, K., Ubaidillah, M. F., Tarrayo, V. N., Ismiatun, F., Khotimah, K., Irawansyah, I., & Sulistiyo, U. (2020). Orientations in Learning English as a Foreign Language: How do Indonesian students view them? *EduLite: Journal of English Education, Literature and Culture*, 5(1), 32. <https://doi.org/10.30659/e.5.1.32-42>
- Buriro, G. A., Mansoor, W., Abdul, B., & Abbasi, M. (2015). A Comparative Analysis Of Learners: Impact Of Socio-Economic Background On Motivation For Learning English Language. *Online Submission*, 49(2), 186–196.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
- Dörnyei, Z. (2001). *Teaching and Researching Motivation* (2nd edition). Pearson Education Limited. www.pearson-books.com
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410613349>
- Dörnyei, Z. (2009). The L2 Motivational Self System. In *Motivation, Language Identity and the L2 Self* (pp. 9–42). Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
- Elsan, B., Sadeghoghli, H., & Rouhi, A. (2022). Socioeconomic Status or Attending Private English Courses: Which One Is a Better Indicator of High School Students' EFL Motivation? *Curriculum Research Journal*, 3(1), 47–58. <https://sanad.iau.ir/journal/curriculumresearch/Article/699336?jid=699336>
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology / Revue Canadienne de Psychologie*, 13(4), 266–272. <https://doi.org/10.1037/h0083787>
- Ghorbani, M. R., & Golparvar, S. E. (2020). Modeling the Relationship Between Socioeconomic Status, Self-Initiated, Technology-Enhanced Language

- Learning, and Language Outcome. *Computer Assisted Language Learning*, 33(5–6), 607–627. <https://doi.org/10.1080/09588221.2019.1585374>
- Iwaniec, J. (2020). The Effects of Parental Education Level and School Location on Language Learning Motivation. *Language Learning Journal*, 48(4), 427–441. <https://doi.org/10.1080/09571736.2017.1422137>
- Kormos, J., & Kiddle, T. (2013). The Role of Socio-Economic Factors in Motivation to Learn English As A Foreign Language: The Case of Chile. *System*, 41(2). <https://doi.org/https://doi.org/10.1016/j.system.2013.03.006>
- Munir, J., Faiza, M., Jamal, B., Daud, S., & Iqbal, K. (2023). The Impact of Socio-economic Status on Academic Achievement. *Journal of Social Sciences Review*, 3(2), 695–705. <https://doi.org/10.54183/jssr.v3i2.308>
- National Center for Education Statistics (NCES). (2012). *Improving The Measurement of Socioeconomic Status For The National Assessment of Educational Progress: A Theoretical Foundation*. <https://files.eric.ed.gov/fulltext/ED542101.pdf>
- Parsons, R. D., Stephanie Lewis. Hinson, & Deborah, S.-B. (2001). *Educational Psychology: A Practitioner-Researcher Model of Teaching* (1st ed.). Wadsworth Publishing.
- Pudmon, O., Webb, R., & Wongkittiporn, A. (2021). *A Study of the Impact of Socioeconomic Factors on English Language Learning Motivation among Primary School Students in Thailand*. 113, 113–123. <https://rsucon.rsu.ac.th/proceedings>
- Suleman, Q., Hussain, I., & Nisa, Z.-. (2012). Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in District Karak (Pakistan). *International Journal of Human Resource Studies*, 2(4), 14. <https://doi.org/10.5296/ijhrs.v2i4.2511>
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self System Among Japanese, Chinese and Iranian Learners of English: A Comparative Study. In *Motivation, Language Identity and the L2 Self* (Vol. 36, pp. 66–97). Multilingual Matters.
- Thompson, A. S. (2008). Prominent Factors in the Acquisition of Portuguese: Language Aptitude versus Previous Language Experience. *Selected Proceedings of the 10th Hispanic Linguistics Symposium*, 134–145.
- Verbeek, T., Bockting, C. L. H., Beijers, C., Meijer, J. L., van Pampus, M. G., & Burger, H. (2019). Low Socioeconomic status Increases Effects of negative life Events on Antenatal Anxiety and Depression. *Women and Birth*, 32(1), e138–e143. <https://doi.org/10.1016/j.wombi.2018.05.005>
- Vonkova, H., Papajoanu, O., & Moore, A. (2024). Foreign Language Learning Motivation and The Socioeconomic Status of Czech Lower Secondary

Students: An Analysis of Mediating Factors. *International Journal of Educational Research*, 124. <https://doi.org/10.1016/j.ijer.2023.102302>

Williams, Marion., & Burden, R. L. . (1997). *Psychology For Language Teachers: A Social Constructivist Approach*. Cambridge University Press.

Winkleby, M. A., Jatulis, D. E., Frank, E., & Fortmann, S. P. (1992). Socioeconomic Status and Health: How Education, Income, and Occupation Contribute to Risk Factors for Cardiovascular Disease Requests for reprints should be sent to. *American Journal of Public Health*, 82(6), 816–820. <https://doi.org/https://doi.org/10.2105/AJPH.82.6.816>

APPENDICES

APPENDIX 1

Socioeconomic Status Questionnaire

NO	QUESTION	ANSWER
1	Does your father work?	<i>Mark the appropriate answer.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	What is your father's occupation?	<i>Mark the appropriate answer.</i> <input type="checkbox"/> Retired and unemployed <input type="checkbox"/> Menial Jobs <input type="checkbox"/> Entrepreneurs <input type="checkbox"/> Civil Servant <input type="checkbox"/> Private Workers <input type="checkbox"/> Professional Workers
2	Does your mother work?	<i>Mark the appropriate answer.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	What is your mother's occupation?	<i>Mark the appropriate answer.</i> <input type="checkbox"/> Retired and unemployed <input type="checkbox"/> Menial Jobs <input type="checkbox"/> Entrepreneurs <input type="checkbox"/> Civil Servant <input type="checkbox"/> Private Workers <input type="checkbox"/> Professional Workers

APPENDIX 2

Parental Occupation Scoring

The occupational prestige scores used in this study assigned a value of 1 for retired or unemployed individuals, 2 for menial jobs, 3 for entrepreneurs, 4 for civil servants, 5 for private-sector employees, and 6 for professional workers.

Students	Father Occupation	Mother Occupation
Siswa 1	5	4
Siswa 2	4	1
Siswa 3	6	5
Siswa 4	3	2
Siswa 5	4	1
Siswa 6	5	5
Siswa 7	3	1
Siswa 8	1	1
Siswa 9	3	2
Siswa 10	1	1
Siswa 11	4	2
Siswa 12	4	4
Siswa 13	3	2
Siswa 14	6	1
Siswa 15	6	4
Siswa 16	5	1
Siswa 17	4	3
Siswa 18	3	4
Siswa 19	4	4
Siswa 20	3	1
Siswa 21	3	3
Siswa 22	4	3
Siswa 23	6	5
Siswa 24	2	1
Siswa 25	6	1
Siswa 26	3	2
Siswa 27	3	3
Siswa 28	2	3
Siswa 29	6	6
Siswa 30	5	1
Siswa 31	5	3

Siswa 32	2	1
Siswa 33	5	5
Siswa 34	6	6
Siswa 35	1	1
Siswa 36	4	1
Siswa 37	2	1
Siswa 38	5	1
Siswa 39	6	6
Siswa 40	4	1
Siswa 41	4	1
Siswa 42	6	6
Siswa 43	3	2
Siswa 44	6	3
Siswa 45	6	6
Siswa 46	2	1
Siswa 47	4	3
Siswa 48	1	1
Siswa 49	5	6
Siswa 50	6	6
Siswa 51	6	1
Siswa 52	1	1
Siswa 53	2	3
Siswa 54	6	1
Siswa 55	3	1
Siswa 56	6	4
Siswa 57	1	1
Siswa 58	1	1
Siswa 59	4	1
Siswa 60	3	1
Siswa 61	3	4
Siswa 62	2	1
Siswa 63	6	6
Siswa 64	3	1
Siswa 65	2	2
Siswa 66	6	6
Siswa 67	3	1
Siswa 68	6	1
Siswa 69	2	1
Siswa 70	3	1
Siswa 71	2	3
Siswa 72	3	3

Siswa 73	2	1
Siswa 74	2	2
Siswa 75	5	1
Siswa 76	3	3
Siswa 77	3	1
Siswa 78	3	3
Siswa 79	5	3
Siswa 80	2	1
Siswa 81	2	3
Siswa 82	3	3
Siswa 83	2	1
Siswa 84	6	6
Siswa 85	6	4
Siswa 86	2	2
Siswa 87	1	1
Siswa 88	3	1
Siswa 89	2	1
Siswa 90	4	4
Siswa 91	6	6
Siswa 92	3	2
Siswa 93	1	1
Siswa 94	1	1
Siswa 95	2	1
Siswa 96	3	3
Siswa 97	2	2
Siswa 98	6	1
Siswa 99	4	2
Siswa 100	6	1
Siswa 101	3	4
Siswa 102	2	2
Siswa 103	3	2
Siswa 104	4	1

APPENDIX 3

English Learning Motivation Questionnaire

Statements 1-30 use an agreement scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Neutral, 5 = Partially Agree, 6 = Agree, 7 = Strongly Agree.

Items	Statements	1	2	3	4	5	6	7
Integrativeness	Learning English is important to me because it helps me make new friends.							
	I want to be able to communicate with other people in English.							
	Learning English matters to me since my friends enjoy listening to English songs.							
	I like watching English TV shows as a way to practice the language.							
	I consider learning English important because students in other schools also study it.							
	Learning English is valuable to me because many of my classmates speak English.							
	When I listen to English songs, I pay close attention to understand the lyrics.							
Orientations	Indonesians who speak English tend to live in better neighborhoods.							
	Learning English is important to me because it helps me perform better in other subjects.							
	Indonesians who can speak English are usually financially well-off.							
	I believe that studying English is important because it can help me earn a higher income in the future.							
	Indonesians who speak English are often considered intelligent.							
	Learning English is important to me because it will support my future studies.							

	Indonesians who speak English usually own expensive cars.							
	Studying English is important to me because it makes my parents proud.							
Motivations	I don't need to put much effort into completing my English assignments correctly.							
	If I had the option, I would choose to study another language instead of English.							
	After finishing school, I do not plan to continue studying English.							
	When I receive my corrected English assignments, I usually don't review my mistakes.							
	Among all languages, English is the one I like the least.							
	I would like to be able to read books written in English.							
	In class, I prefer when the teacher speaks only in English.							
	I dislike learning English.							
Overall Motivations	I want to become proficient in English.							
	I study English at home to improve and learn more quickly.							
	I would like to have more English classes so I can learn more.							
	If English were not taught at my school, I would still study it elsewhere.							
	I enjoy learning English.							
	When I find something difficult to understand in English class, I immediately ask for help.							
	I plan to continue studying English in the future.							

APPENDIX 4

Post Hoc Tests of Father's Occupation

(I) Father_job	(J) Father_job	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Retired/ Unemployed	Menial Job	1.950	6.036	1.000	-15.59	19.49
	Entrepreneur	3.338	5.799	.992	-13.52	20.19
	Civil Servant	6.700	6.362	.898	-11.79	25.19
	Private Workers	-3.900	6.969	.993	-24.16	16.36
	Professional Workers	-1.830	5.903	1.000	-18.99	15.33
Menial Job	Retired/ Unemployed	-1.950	6.036	1.000	-19.49	15.59
	Entrepreneur	1.388	4.635	1.000	-12.08	14.86
	Civil Servant	4.750	5.323	.947	-10.72	20.22
	Private Workers	-5.850	6.036	.927	-23.39	11.69
	Professional Workers	-3.780	4.765	.968	-17.63	10.07
Entrepreneur	Retired/ Unemployed	-3.338	5.799	.992	-20.19	13.52
	Menial Job	-1.388	4.635	1.000	-14.86	12.08
	Civil Servant	3.362	5.053	.985	-11.33	18.05
	Private Workers	-7.238	5.799	.812	-24.09	9.62
	Professional Workers	-5.169	4.461	.855	-18.14	7.80
Civil Servant	Retired/ Unemployed	-6.700	6.362	.898	-25.19	11.79

	Menial Job	-4.750	5.323	.947	-20.22	10.72
	Entrepreneur	-3.362	5.053	.985	-18.05	11.33
	Private Workers	-10.600	6.362	.557	-29.09	7.89
	Professional Workers	-8.530	5.172	.568	-23.56	6.50
	Retired/ Unemployed	3.900	6.969	.993	-16.36	24.16
Private Workers	Menial Job	5.850	6.036	.927	-11.69	23.39
	Entrepreneur	7.238	5.799	.812	-9.62	24.09
	Civil Servant	10.600	6.362	.557	-7.89	29.09
	Professional Workers	2.070	5.903	.999	-15.09	19.23
	Retired/ Unemployed	1.830	5.903	1.000	-15.33	18.99
Professional Workers	Menial Job	3.780	4.765	.968	-10.07	17.63
	Entrepreneur	5.169	4.461	.855	-7.80	18.14
	Civil Servant	8.530	5.172	.568	-6.50	23.56
	Private Workers	-2.070	5.903	.999	-19.23	15.09

APPENDIX 5

Post Hoc Tests of Mother's Occupation

(I) Mother_Job	(J) Mother_Job	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Retired/ Unemployed	Menial Job	7.464	4.680	.604	-6.14	21.07
	Entrepreneur	-2.368	4.349	.994	-15.01	10.27
	Civil Servant	.750	5.356	1.000	-14.82	16.32
	Private Workers	-12.000	8.019	.667	-35.31	11.31
	Professional Workers	-3.614	5.151	.981	-18.59	11.36
Menial Job	Retired/ Unemployed	-7.464	4.680	.604	-21.07	6.14
	Entrepreneur	-9.832	5.561	.491	-26.00	6.33
	Civil Servant	-6.714	6.380	.899	-25.26	11.83
	Private Workers	-19.464	8.736	.235	-44.86	5.93
	Professional Workers	-11.078	6.208	.481	-29.12	6.97
Entrepreneur	Retired/ Unemployed	2.368	4.349	.994	-10.27	15.01
	Menial Job	9.832	5.561	.491	-6.33	26.00
	Civil Servant	3.118	6.141	.996	-14.73	20.97
	Private Workers	-9.632	8.563	.870	-34.52	15.26
	Professional Workers	-1.246	5.962	1.000	-18.58	16.09
Civil Servant	Retired/ Unemployed	-.750	5.356	1.000	-16.32	14.82

	Menial Job	6.714	6.380	.899	-11.83	25.26
	Entrepreneur	-3.118	6.141	.996	-20.97	14.73
	Private Workers	-12.750	9.116	.728	-39.25	13.75
	Professional Workers	-4.364	6.732	.987	-23.93	15.21
	Retired/ Unemployed	12.000	8.019	.667	-11.31	35.31
Private Workers	Menial Job	19.464	8.736	.235	-5.93	44.86
	Entrepreneur	9.632	8.563	.870	-15.26	34.52
	Civil Servant	12.750	9.116	.728	-13.75	39.25
	Professional Workers	8.386	8.997	.937	-17.77	34.54
	Retired/ Unemployed	3.614	5.151	.981	-11.36	18.59
Professional Workers	Menial Job	11.078	6.208	.481	-6.97	29.12
	Entrepreneur	1.246	5.962	1.000	-16.09	18.58
	Civil Servant	4.364	6.732	.987	-15.21	23.93
	Private Workers	-8.386	8.997	.937	-34.54	17.77