

INVESTIGATING THE EFL STUDENTS' SOCIOECONOMIC STATUS TOWARD THEIR STRATEGY OF LEARNING ENGLISH DURING PANDEMIC AT UNIVERSITY LEVEL IN SURABAYA

Investigasi Status Ekonomi Sosial Mahasiswa Bahasa Inggris terhadap Strategy Belajar Mereka selama Pandemic di Level Universitas di Surabaya

Vie Adellia Dining Salsa,
Universitas PGRI Adi Buana Surabaya
adelliavie@gmail.com

Fajar Susanto
Universitas PGRI Adi Buana Surabaya
fajarsusanto@unipasby.ac.id

Abstract: The present study is aimed at investigating EFL students' socioeconomic status toward their strategy of learning English during pandemic at Adi Buana University of Surabaya based on the lower SES background and the higher SES background. This study was designed in qualitative case study to describe the strategy of EFL Students in learning English during pandemic related to their socioeconomics status. To collect the data, the researcher used questionnaire to categorize the students' class level and interviewed them to get the information of the strategy in learning English. There were 41 students who did the questionnaire which then categorized into 3 upper middle class students, 3 lower middle class students, and 3 working class students. As the result of this study, the researcher found the similarities and the differences between upper middle class students, lower middle students, and working class students in learning English. The similarities in their learning English were that they like watching movie, listening to music, practicing daily English at home, watching and learning content video, as well as reading books. While the differences could be seen in the way they utilized the facilities of internet access when learning by streaming: the upper middle class students used mobile data as their internet access, the lower middle class status tried to find free wifi outside home, and the working class students used both mobile data and free wifi in their work place. In conclusion, the upper middle class students have good facilities and supportive learning because their family have good education, income, and occupation which affect to their strategy of learning English.

Keywords : *Socioeconomics status, EFL students, Language learning strategy*

Abstrak: Penelitian ini bertujuan untuk menginvestigasi status ekonomi sosial mahasiswa bahasa inggris terhadap strategy belajar mereka dalam belajar bahasa inggris selama pandemic di Universitas PGRI Adi Buana Surabaya berdasarkan pada latar belakang SES mahasiswa yang lebih rendah dan yang lebih tinggi.

Kajian ini didesain dalam studi kasus kualitatif untuk mendeskripsikan strategi mahasiswa bahasa inggris dalam belajar bahasa inggris selama pandemi yang berkaitan dengan status ekonomi sosialnya. Untuk mengumpulkan data, peneliti menggunakan angket untuk mengkategorikan level kelas mahasiswa dan mewawancarai mereka untuk mendapatkan informasi strategi belajar bahasa inggris. Terdapat 41 mahasiswa yang mengisi angket dan kemudian dikategorikan menjadi 3 mahasiswa kelas menengah atas, 3 mahasiswa kelas menengah rendah, dan 3 mahasiswa pekerja. Dari hasil penelitian ini, peneliti menemukan persamaan dan perbedaan antara mahasiswa kelas menengah atas, mahasiswa kelas menengah rendah, dan mahasiswa pekerja dalam belajar bahasa inggris. Persamaannya dalam belajar Bahasa Inggris adalah mereka senang menonton film, mendengarkan musik, praktek bahasa inggris sehari-hari, menonton konten pembelajaran, dan membaca buku. Sedangkan perbedaannya dapat dilihat bagaimana mereka memanfaatkan fasilitas akses internet ketika belajar dengan cara streaming: mahasiswa kelas menengah atas menggunakan paket data sebagai akses internet, mahasiswa kelas menengah rendah menggunakan wifi gratis di luar rumah, dan mahasiswa kelas pekerja menggunakan keduanya yaitu paket data dan wifi gratis di tempat kerjanya. Kesimpulannya, mahasiswa kelas menengah atas memiliki fasilitas yang bagus dan pembelajaran yang mendukung karena berasal dari keluarga yang memiliki pendidikan, pemasukan, dan pekerjaan yang bagus dan dapat mempengaruhi strategi belajar bahasa inggris.

Kata Kunci : *status ekonomi sosial, mahasiswa bahasa inggris, strategi belajar bahasa*

INTRODUCTION

Every student has their own ways in learning English easily in order to improve their English skills. Some of them are taking an English course to improve their skills quickly with the financial support. But, there are some students tend to learn English at home with the crude tools because they lack of financial. Even, some students decide to have a part time job to get a motivation or to have an extra financial. It means that socioeconomic status showing the differences on their ways of English learning.

The words of socioeconomic status (SES) are referred to how the life of someone is. Broer, et.al. (2019) explained that SES has been commonly used as an appropriate

tool for measuring family background. Family who has a theoretical and empirical work has emphasized that socioeconomic status of family has an impact on students' education. According to Gelabert, et.al. (2017) the students who have low socioeconomic status tend to have poor cognitive development, low language skill, low memory, unsupportive learning, and consequently their background of knowledge can be poor.

Moreover, Gelabert, et.al. (2017) said that their educational background of family can be the factors contributing mostly to the student profiles on an individual level. As a consequence, they have to have new ways of expressing and connecting academic studies with

other experiences or responsibilities.

It happens to social class which has a variety of students with different socioeconomic status. Variety of students here means students having different background including their social, economic, occupation, and educational.

These difference socioeconomic status, according to Vandrick (2014) can be classified into five levels of status which are lower class students, lower middle class students, middle class students, higher middle class students, and higher class students. It includes working students who also have different socioeconomic status. The researcher decided to choose three of them which are lower middle class students, higher middle class students, and working class students.

Those three classes can give an effect of the ways they learn English where it is not spoken in this country. Howard (2012) stated that it can be said both rich and poor students have their own variety in learning English. In fact, the rich students are not necessarily smart, and the poor students are not necessarily stupid. It is about how serious they learn English with their own ways.

Some students perceived their socioeconomic position as a constraint to improve their English skill. Based on Walpole (2003) the students with low SES backgrounds have lower educational aspirations, persistence rates, and educational attainment than students with high SES backgrounds. They do not buy some books related to their material

because the cost is expensive. So, it is possible they choose to learn English individual with crude tools than taking a course.

While Thomson (2018) said that family with higher socioeconomic status tend to provide with the financial support and home resources for individual learning. Some of them take an English course to add their knowledge in understanding English more. It found many students having mobile phone with the best quality in order to support some English applications, such as translation, grammar test, listening practice, and many more. Ariani & Ghafournia (2016) added that there are some advantages for the students from higher socioeconomic status than the students from lower socioeconomic background. They can learn English easily with the adequate facilities, such as having additional books, having internet with high quality, and having a course.

It also happens to the students who decided to have a job in the middle of their lectures. According to Higher Education Research Institute (cited by Kwadzo, 2014) the higher education cost are increasing continually, and a number of students decide to work because of the increasing of educational expenses. The problem is when they are working, they do not leave their study. In other words, they not only focus on their study but also to their job.

From the explanation above, it can be concluded that the differences of students' social economic status can influence them in learning English with their own

strategies. Some of students can learn English using adequate facilities because they have stable financial, but other students have inadequate facilities because of the lack of financial. It also happened to the students of working class who are studying while working to help their family's financial. Therefore, this research focus on the ways of students in learning English based on their socioeconomic status.

So that, this study is aimed at investigating EFL students' socioeconomic status toward their strategy of Learning English during pandemic at University Level in Surabaya. It includes the comparison of lower middle class students, upper middle class students, and working class students in learning English as a Foreign Language during pandemic.

SOCIOECONOMIC STATUS

According to the American Psychological Association (cited by Sledge, 2016) "socioeconomic status is commonly conceptualized as the social class of an individual or group". It means every individual or group has different position or rank of social status. While social status itself, based on Abdulsyani (2007) is a relationship of one another, such as getting their rightness and doing the obligation in society environment.

Bornstein & Bradley (2003) added that the term socioeconomic status has historically showed the difference of individuals, families, or groups in stratified social systems where some societal values such as occupation, education, economic resources, and authority are not in the same rank. It means that diversity is prominent in unity.

Socioeconomic status represents a general social standing in someone's quality of life. Based on Mirowsky and Ross (2003) it needs a rank on a number of related items such as education, occupation, and household income to measure someone's general social status. Thus, SES plays an important role in determining one's life position.

There are three factors used to measure someone's SES which includes income, education, and occupation.

a. Income

Income is how much they earns, including wages and salaries, as well as other forms of income such as investments and savings. Parental income shows the potential of social and economic resources that are available to the students.

b. Education

Education has a direct impact on their learning ability, which is someone with higher education has higher opportunities to increase future income potential. It can be said that it is possible for someone with lower education increasing their income easily.

c. Occupation

Occupation relates with education, which is the higher occupation determines the high salary. For example, white collar profession needs a higher degree of skill training, such as physicians or lawyers tend to require more education.

LEVEL CLASSIFICATION OF SES

According to Indonesian statistical centre, there are four class

classification based on the range of income.

1. The upper class which has average income more than Rp. 3.500.000 per month.
2. The upper middle class which has average income between Rp. 2.500.000 until Rp. 3.500.000.
3. The middle class which has average income between Rp. 1.500.000 until Rp. 2.500.000.
4. The lower class which has average income less than Rp. 1.500.000.

The team of sociologist in America also stated that there are four classifications of social class.

a. Upper Class

In this class, the life necessities of family can be fulfilled easily. Tanwirul (2017) said that the education of students in upper class family becomes a priority, because they have adequate facilities on their learning and get an opportunity to have an education higher. So that, this condition will raise the students' enthusiasm in learning. Conglomerate groups are the categories of this class. Upper class is divided into upper-upper class and lower-upper class.

b. Middle Class

Middle class is a group of people which has the life necessities in moderate levels. The family of this class is reputable. Anna & Levan (2013) stated that the students' education in this class is still fulfilled. Although the family income of do not overrated, but they have sufficient facilities and a lot of time to study. The category of

this class are the owners of shops and smaller businesses.

c. Working Class

Working class is a group of people who are employed for wages, especially in industrial work, usually it is called an employee. Based on Houghton Mifflin Harcourt (2020), the working class are those who have a minimally education and the work as manual labor. They work to get more income or additional income.

d. Lower Class

Lower class is people who have a minimum income which amount is less in basic needs. Tanwirul (2017) said that the category of this class is poor family who are difficult in embracing their higher success. They are less opportunities in getting higher education, and sometimes it is ignored because they feel that it is a live load.

STUDENTS' SES CLASS

1. Upper Middle Class Students

This group is actually having a good background which is under the upper class. Based on Adinda (2020) upper middle class students are they who live from a family whose income is about 3 million to 6 million rupiahs. Some of them having a car as their own transportation to college, but motorcylce is also needed. The number of upper middle class students are quickly grew. The upper middle class tends to be powerful, the members of this group are influential in trend changing.

2. Lower Middle Class Students

The level of this group is between the middle class and lower class. According to Adinda (2020) the students of this class are from family whose income is about 2 million to 3 million rupiahs. Some people of this class do not guarantee a good life such as access to clean water, or a good quality house. Motorcycle is enough as their daily transportation.

3. Working Class Students

This group consist of them who work harder or just to get additional income. Binns (2019) stated that a number of working class students are not from an elite college. Some of the students in this group feel that studying while working is an advantage, they can get additional income without thinking how they can increase their knowledge harder in college. They tend to help their family income.

THE STRATEGIES OF LEARNING ENGLISH

Accroding to Omar (2020), there are 5 ways to improve the English during quarantine.

1. Watch English Movies and TV Shows

Watching movie becomes the easiest way to learn English. Because you can learn anything from this, such as learning vocabularies, listening, and pronunciation. Most people spend their times by watching movie during work from home on OTT platforms like Netflix, Amazon Prime, and many more.

2. Read English Book, Magazine, Newspaper

It's a common that reading book, magazine, or newspaper can improve your comprehension skills. Read anything that interesting and make you have a motivation to learn English. You can get new vocabularies from reading.

3. Listen to Podcasts

Listening to any podcast makes you focus on they way the speakers having a conversation with each other. Moreover, podcast nowadays is not only sound producing, but also video producing. So, you can learn listening skill while seeing how to pronounce a word to word.

4. Maintain a Writing Journal

This becomes a good habit in writing daily. You can write everything such as interesting story, poem, write a review of movie, etc. You can write all of them on a web which can give you a feedback.

5. Sign up for Online Classes

By having an expert, it can help you in achieving the level of improvement. Moreover, online communication through virtual conferences are likely to be the key of learning the English skills.

As the EFL students, they need some particular ways how they learn English as a Foreign Language. Accroding to Dunsmore (2019) EFL students need :

- a. Lots of practice using English, especially orally. Giving opportunities to the students for practicing their English is needed. The teacher let them speak freely. Then, giving the

students reward for what they do.

- b. Exposure to living English. The students need to be confidence. It means they make their English become more active. For examples, memorizing the vocabularies, listening to the English song, just do whatever that make them comppatible with their ways.
- c. Reason to learn English, and motivation to stick with it. Each student can learn English relating their passions. They will have a motivation if in learning English more.

While Snauwaert (2010) has another statement which is the students need to apply the following principles in practicing English below:

- a. Have Fun Practicing Your English
English is all about having a good communication enjoyable. Learning English without having fun may end up quitting. The students need to practice the English around their passions. So, they do the do something interesting while still practicing the English.
- b. Practice Daily
Some people are afraid they will not have enouh time for other activities when learning English, they are also afraid if they spend their time for learning English, they fail to learn the new skill. While learning English doesn't take a lot of time, twenty minutes a day can be enough to make some major progress. The goal is becoming English as part of your daily routine.
- c. You Do It For You

It is about the reason why someone learn English. The learners need to know what is the goal in learning English. Knowing it is easier when in facing new issues, or sending more time with English. You only need to be as specific as possible and be honest to yourself.

RESEARCH METHOD

The research was designed in qualitative case study to describe how the students' socioeconomic status (SES) give the differences or similarities of the strategy in learning English during pandemic. This phenomenon can be seen from multi facets to be revealed and understood (Baxter and Jack, 2010). Case study was applied in this research referring to what has been suggested by Yin (2003) that the behaviour of subject of the research involved cannot be manipulated, phenomenon under study is relevant to the contextual conditions believed, and the boundaries and the contexts are not clear. According to Cresswell (2009) qualitative case study is used for exploring and understanding the individual or groups with their social problem.

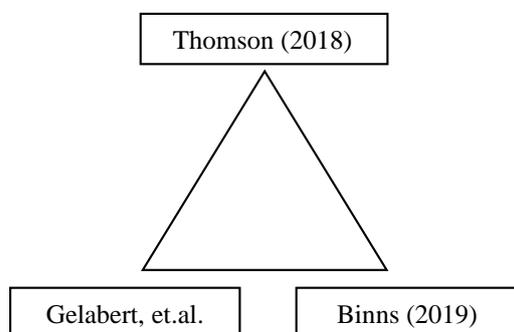
The subject of this research were 41 EFL students of B Class and E Class 2018 in English Language Education Department, PGRI Adi Buana University of Surabaya. The researcher took the data from the statement of the interviewee. The researcher used questionnaire to categorize the class level of students before doing the interview. So, it makes the researcher easier to collect the data. Then, the researcher categorized each students based on their class level. There were 9 EFL

students of English Education Department consist of 3 upper middle class students, 3 lower middle class students, and 3 working class students.

After categorizing the students' class level, the researcher did the interview. Interview is a conversation between interviewer and interviewee to get an information. DeMarras (cited by Merriam, 2009) said that interview is a process of conversation focused on questions related to the research study which is done by the researcher and the respondents.

In this research, the researcher was the interviewer and the participants were the interviewee. The researcher used interview to investigate the strategy of EFL students in learning English based on their socioeconomic status. The data of interview were transcribed by the researcher.

The data gotten in this research have to be valid. Creswell (2009) stated that validity is a strength of qualitative research. In getting the validity of the data, the researcher used triangulation technique which is theoretical triangulation as the supporting argument of the research.



Graphic 1. Theoretical Triangulation

The first theory is Thomson's statement (2018) which is about students with high socioeconomic status where they tend to have financial support and home resources for individual learning. The second theory is theory of Gelabert, et.al (2017) which explained about students with low socioeconomic status which have unsupportive learning, therefore their background knowledge can be poor.

And the last theory is Binns' word (2019) which talked about working class students that tend to get additional income without thinking how they can increase their knowledge harder in college.

RESULT AND DISCUSSION

The finding is divided into two categories, which are learning by streaming and offline learning. In learning by streaming, the upper middle class students use mobile data as their internet access, the lower middle class students use wifi out of home, and working class students use both of mobile data and wifi. There are same strategies between upper middle class students, lower middle class students, and working class students in learning English which are watching movie, listening to music, practicing English daily at home, watching learning content, and reading book.

1. The Relevancy of Upper Middle Class Students' Socioeconomic Status in Learning English

The upper middle class students have a financial support from their family to facilitate them in learning English, such as money for buying

the mobile data. Although the work of some their families is not too higher educational background like senior high school graduated, but in fact, they have good work such as PNS or entrepreneur that can facilitate their children in learning English. So, it shows that good work can produce more income. Then, the upper middle class students also have good facilities for learning English.

According to the data, the upper middle class students learn English by streaming like watching movie, listening to music, and playing game. Some of them make a note to They do not worry when they don't have an internet access, because they use their own mobile data. They do not use wifi because they don't have it at home and their activities are almost done out of home. So, mobile data must be ready to used.

The strategy of upper middle class students in learning English by offline are practicing at home and asking friends. Although it doesn't cost anymore, they are enjoy learning English by doing this activities.

It relates with Thomson's statement (2018) where family with higher socioeconomics status tend to provide with the financial support. So that, the upper middle class students have good education because they have supportive learning media for learning English.

2. The Relevancy of Lower Middle Class Students' Socioeconomic Status in Learning English

The families of lower middle class students belong to families who have slightly less than the average income.

Their educational background is not too bad like senior high school graduated, although there are some of them who have lower educational background such as junior high school or elementary graduated. The work is also suitable with their educational background. But, the problem is the income they get is also not high. So, it can be said that lower middle class students still think about their family background in managing the economics which is the standart of the class level.

From the statement above, it can be said that lower middle class students have different socioeconomic status with upper middle class students. Their socioeconomic status is not as high as the upper middle class students who can lean English easily with enough economics in supporting their learning media. Although there are some sameness of lower middle class students in learning English, but their media is different like how they get an internet access.

The lower middle class students learn English by streaming through utilizing the wifi out of home. Based on the data, they watch movie by looking for wifi which they do not have at home. They also do not use mobile data because they save their money for other thing which is more important.

While in offline learning, they have different strategy with the upper middle class students. They learn English by watching movie, listening to music, watching learning content, and reading book. So, they download the song, movie, or video by using wifi. Then, they watch it at home offline. They do it because they expect it takes a long time to watch

movie in public places, so it is possible to watch later at home without using wifi or mobile data anymore.

What Gelabert, et.al said (2019) relates with what lower middle class students happened where they tend to have unsupportive learning, therefore their background knowledge can be poor. Although there are same strategies with the upper middle class students, but lower middle class students tend to use wifi out of home as their internet access to support them in learning English.

3. The Relevancy of Working Class Students' Socioeconomic Status in Learning English

Working class students think that studying while working is the demands of life. Although some of their family's education is not too low, but they tend to help their family income, because their family has minimum income which is less to finance their children in having a good education. So, to have a good education, they must studying while working to get a good work then.

Although their socioeconomics status is almost same as lower middle class students, but lower middle class students keep going on choosing not to work and learning English with inadequate facilities. Working class students also have same strategies with lower middle class students, but they have different ways in using the media for learning English. Working class students spend their time for learning English when they are working. That's true if Higher Educational Research discussed about working class students who do

not leave their study when they are working.

In learning by streaming, working class students learn English by watching English movie, watching learning video, and chatting. There are two of three working class students use wifi as her learning source, because they still thinks about her family's economics. But, one of them who use mobile data has a good work. So, it can be said that she can buy the mobile data periodically.

The working class students also learn English offline by listening to English music and reading book. But, they do that not all the time, it's only temporary.

It relates with Binns' word (2019) which talked about working class students that tend to get additional income without thinking how they can increase their knowledge harder in college. They tend to learn English when they have leisure time in the middle of their work time. They utilize the wifi at their work place. Although one of three working class students use mobile data, it is because she has a good work. So that, she can buy the mobile data continually.

So, it can be said that lower middle class students have different socioeconomic status with upper middle class students. Their socioeconomic status is not as high as the upper middle class students who can lean English easily with enough economics in supporting their learning media. Although there are some sameness of lower middle class students in learning English, but their media is different like how they get an internet access.

As what Howard (2012) said where both rich and poor students have their own ways in learning English. It means that it's about how serious every students from each level classes learn English with their own strategies.

Hol & Yavuz (2017) also found on their research that there is relationship between their participants' socioeconomic level and their internal attributions to success where they who have good SES have more internal attributions to success, and vice versa.

CONCLUSION

By seeing the research results, it can be concluded that the students in different socioeconomic status between upper middle class students, lower middle class students, and working class students have similarities in the way they are learning English, that is, watching movie, listening to music, practicing daily English at home, watching the learning content, and reading book. However, the differences occurred when they utilize the internet access to learn English by streaming. The upper middle-class students facilitate themselves with mobile data so that they can access internet wherever they are. The lower middle-class students seek some places where there is free wifi that they can use to access internet and learn English. Working class students facilitate themselves with mobile data and free wifi in their work place.

It shows that socioeconomic status background of their parents, including their income, education, and occupation affects the strategy of EFL students in learning English,

which means the upper middle-class students have a good facilities to support them in learning English as well as because their parents have good education, income, and occupation. While the lower middle-class students tend to have unsupportive because their family's background is also lower, and the working-class students tend to study when they are working to help their family's income which is less to finance their children in having good education.

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