SOCIOECONOMIC STATUS AND MOTIVATION EFFECT ON STUDENTS' ENGLISH SPEAKING SKILL

Rezki Aulia Sabri[1], Radiah Hamid[2]

Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Gn. Sar. Rappocini, Makassar, Sulawesi Selatan, 90221, Indonesia
[1]auliasss11@gmail.com, [2]radiah@unismuh.ac.id

Abstract

The research aimed at finding out whether or not (1) there was a significant effect between socioeconomic status on students' speaking skill, and (2) there was a significant effect between motivation on students' speaking skill at the second semester of English Department Universitas Muhammadiyah Makassar. The research method was descriptive quantitative. The data was collected through questionnaires (to obtain students' socioeconomic status and motivation) and lecturer's document (to obtain students' speaking score). The data was analyzed using Multiple Linear Regression Analysis in SPSS. The results of data analysis based on the T-test indicated that: 1) there was no significant effect of socioeconomic status on students' speaking skill, and 2) there was no significant effect of motivation on students' speaking skill. This research suggested that regardless of socioeconomic status, lecturers keep motivating students to learn, motivating students about the benefits of having speaking skills.

Keywords: Motivation, Socioeconomic Status, Speaking Skill

INTRODUCTION

Language acquisition is the student's capacity to learn languages other than the first, during late their childhood, adolescence or adulthood, and once the first language or languages had been acquired (Ortega, 2013). The way to acquire language was a new framework in non-native language acquisition as generative foreign language acquisition, or GenFLA (Whong et al., 2013). GenFLA work with human mind functions in a similar way in language acquisition generally speaking, no matter whether a first or foreign language was acquired. Students' minds have the creativity to produce sentences or words that have never been heard or seen before. This creativity was important for students to be able to speak a foreign or foreign language.

Through language acquisition, learners will acquire the ability to perceive and understand language, such as understanding and being aware of language, as well as producing and using words and sentences to communicate. As for students, being able to hear and speak a foreign language is the foundation for a multitude of other skills such as speech, debate, and public speaking. Language acquisition was important because learning speaking was a skill that we need to communicate with others and one of the main developmental tasks in students. As proof, Mart (2019) stated that language acquisition sets up students to speak because they need to find ways to know the meaning, extend comprehension, and clarify ideas, opinions, and interpretations.

Moreover, there are some factors that affect students in learning English. Wiley (2019) stated that the general factors that affect students in learning English are age andsocioeconomic status. Meanwhile, Hernández-Campoy (2016) proposed that those

affected factors are socioeconomic status, gender, age, ethnicity, and social networks. In addition, Saville-Troike (2012) stated that in acquiring a language, as well as how students learn, is often affected by age, motivation, cultural, and socio-economic factors. Meanwhile, this research focused on the effect of motivation and socioeconomic status.

Based on the previous research, it could be seen that there are various kinds of motivation and socioeconomic factors that affect students' English acquisition. Moreover, this research was held on the second semester of the Academic Year 2021/2022. The findings showed the effect of motivation and socioeconomic status. This research discussed the relationship between socioeconomic status and students' motivation in speaking. The result can be used as a consideration to know the effect of learners' factors in English acquisition.

METHOD

Research Design

This is quantitative research with descriptive quantitative method. The data were sorted, classified, and measured to describe the effect of motivation and socioeconomic status on learning English. The dependent variable is students' English speaking skill (Y), and the independent variables are students' motivation (X1) and socioeconomic status (X2).

Research Location and Time

This research was held at the University of Muhammadiyah Makassar, Jalan Alauddin, Makassar City. This location was chosen because many learners had different financial backgrounds and environments that might affect them in learning English. This research was conducted on June 2022.

Population and Sample

The population of this research was the second-semester of English education students at the University of Muhammadiyah Makassar. The researcher chose two classes for the samples; BG2A class and BG2B class. These classes were chosen randomly without considering the criteria or levels which exist in the population because it was relatively homogeneous. The number of students from these two classes was 30 students.

Technique of Collecting Data

This research applied simple random sampling as the technique in collecting the data with the procedures as follows: First, this research applied the preliminary research, continued by preparing the questionnaire to relate to the objective of the research. Then, the questionnaires were distributed to the research samples. Finally, the data was collected based on students' socioeconomic status and motivation in speaking class.

Research Instruments

The instrument used in this research is questionnaire. This questionnaire item was taken from Wardaugh that includes the same variables and indicators as this research. The variables were good grades, competition participation, and career plans. The total number of questionnaires was 8 items. This questionnaire was adopted because it has been tested

so that the item could be answered and supports this research. The total numbers of questionnaires were 30 items with the time allocation was 35 minutes.

The Technique of Data Analysis

The data was analyzed through SPSS. The T-test was applied to answer whether or not socioeconomic status and motivation affect students' English Speaking Skills.

FINDINGS AND DISCUSSION

The Effect of Socioeconomic Status on Students' English-Speaking Skill

Students' socioeconomic status in this research includes five main benchmarks, those are parents' education level, parents' occupation, parents' income, type of home occupied, and availability of learning facilities.

Socioeconomic Status Based on Parents' Education Level

The parents' education levels in this research are; Graduate education, undergraduate degree, attendance at university but no degree, high school graduation, and less than seven years of formal education. The percentage of each level is shown in Table 1 below.

Table 1 Socioeconomic Status Based on Parents' Education Level

No.	Parents Education Level	Frequency		Percentage	
		Father	Mother	Father	Mother
1.	Graduate education	2	1	6.67%	3.33%
2.	Undergraduate degree	4	4	13.33%	13.33%
3.	Attendance at university but no degree	-	1	-	3.33%
4.	High school graduation	15	17	50%	56.67%
5.	Less than seven years of formal education	9	7	30%	23.33%
	Total	30	30	100%	100%

Table 1 showed that most parents graduated from high school with the frequency of; father dominated on 50% and mother dominated on 56% of all percentage. Besides, 30% of fathers and 23.33% of mothers participated in less than seven years of formal education. Meanwhile, there were 13.33% of fathers and mothers completed an undergraduate degree. In addition, there were 6.67% of fathers and 3.33% of mothers completed graduate education, continued by only one mother who attended university but do not have a degree.

Socioeconomic Status Based on Parents' Occupation

The data of parents' occupations in this research are; civil servant/ military official, entrepreneur, farmer, laborer, and not working. The percentage of each level is shown in Table 2 below.

Table 2 Socioeconomic Status Based on Parents' Occupation

No	Parents Occupation	Frequency		Percentage	
		Father	Mother	Father	Mother
1.	Civil servant/state (military) official	8	4	26.67%	13.33%
2.	Entrepreneur/trader	4	3	13.33%	10%
3.	Farmer	13	3	43.33%	10%
4.	Laborer	2	3	6.67%	10%
5.	Not working	3	17	10%	56.67%
	Total	30	30	100%	100%

Based on parents' occupation, most students' mothers worked as housewives with the frequency of 17 occurrences or 56.67%. The mothers who worked as civil servants/state (military) officials were 4 or 13.33%. The rest of the mothers worked as entrepreneurs/traders, farmers, and laborers with each of its frequency being 3 or 10%. Most fathers worked as farmers with the frequency of 13 occurrences or 43.33%. The rest of them were; 8 or 26.67% as civil servant/state (military) official, 4 or 13.33% as entrepreneur or trader, 3 or 10% were unemployed, and 2 or 6.67% as laborer.

Socioeconomic Status Based on Parents' Income

The data on parents' income in this research starts from "Greater than Rp5.000.000" up to the lowest income of "Rp500.000". The percentage of each level is shown in Table 3 below.

Table 3 Socioeconomic Status Based on Parents' Income

No.	Parents Income	Frequency		Percentage	
		Father	Mother	Father	Mother
1.	Greater than Rp. 5.000.000,00	6	1	20%	3.33%
2.	Rp. 2.000.000,00 up to Rp. 4.000.000,00	4	6	13.33%	20%
3.	Rp. 1.000.000,00 up to Rp. 2.000.000,00	4	3	13.33%	10%
4.	Rp. 500.000,00 up to Rp. 1.000.000,00	7	1	23.33%	3.33%
5.	Rp. 0,00 up to Rp. 500.000,00	9	19	30%	63.33%
	Total	30	30	100%	100%

Most of the mothers have income less than Rp.500.000,00 with a percentage of 63.33%, followed by the mothers whose income is Rp2.000.000,00 up to Rp4.000.000,00 with a percentage of 20%. Next is the mothers with income of around Rp1.000.000,00 up to Rp2.000.000,00 with a percentage of 10%. The same result of the mothers whose income is greater than Rp5.000.000,00 and Rp.500.000,00 up to Rp1.000.000,00 with a percentage of 3.33%. Meanwhile, most of the fathers have income less than Rp.500.000,00 with a percentage of 30%, followed by the fathers whose income is Rp.500.000,00 up to Rp1.000.000,00 with a percentage of 23.33%. In the third position, the fathers whose income is greater than Rp5.000.000,00 with a percentage of 20%, and for the other fathers who have income around Rp2.000.000,00 up to Rp4.000.000,00 and Rp1.000.000,00 up to Rp2.000.000,00 have the same result of 13.33% overall percentage.

Socioeconomic Status Based on Type of Home Occupied

The data of the type of home occupied in this research are; own house, official house, rented house, boarding house, and house owned by relatives. The percentage of each level is shown in Table 4 below.

Table 4 Socioeconomic Status Based on Type of Home Occupied

No	Type of Home Occupied	Frequency	Percentage
1.	Own house	23	76.67%
2.	Official house	1	3.33%
3.	Rented house	5	16.67%
4.	Boarding house	-	-
5.	House owned by relatives	1	3.33%
Total		30	100%

Table 4 showed that 23 or 76.67%of the students' families occupied their own house. About 5 or 16.67% of the students lived in rented houses. Meanwhile, the same result of 1 or 3.33% of the students lived in an official house and house owned by relatives. There were no students living in boarding houses.

Socioeconomic Status Based on Availability of Learning Facilities

The data on students' learning facilities and their percentage in this research are shown in Table 5 below.

Table 5 Socioeconomic Status Based on Availability of Learning Facilities

No.	Learning Facilities	Frequency	Percentage
1.	Books, stationaries, study desks, computers/laptops, and internet connection	13	43.33%
2.	Books, stationaries, study desk, and computers/laptops	9	30%
3.	Books, stationaries, and study desk	5	16.67%
4.	Book and stationaries	3	10%
5.	None	-	-
	Total	30	100%

Table 5 showed that most students are provided learning facilities by their parents, with a percentage of 43.33%, followed by 30% students are provided books, stationaries, study desks, and computers/laptops. Then, as many as 16.67% students only have books, stationaries and study desks, and only 3 students or 10% only have books and stationeries. Thus, all students have the availability of learning facilities. Furthermore, the scores of the distribution of parents' socioeconomic are shown in Table 6 as follows.

Table 6. The Distribution of Parents' Socioeconomic Status

No.	Score	Category	Frequency	Percentage
1.	100 - 73.4	Upper	5	16.7%
2.	73.3 - 46.7	Moderate	16	53%
3.	46.6 - 20	Low	9	30%
	Total		30	100%

In table 6, it can be seen that 5 students or 16% are categorized as upper class, 16 or 53% as moderate class, and 9 or 30% as low class. It can be concluded that most students are in moderate class. On average, their parents graduated from high school education backgrounds. For occupation, most of them are farmers and the average income was on Rp. 0.00 up to Rp. 500,000.00. Thus, based on T-test, socioeconomic status do not have significant effect on speaking skill.

The Effect of Socioeconomic Status on Students' English Speaking Skill

Table 7 T-Test of The Effect of Socioeconomic Status on Students' English Speaking Skill

	T-test	T-table	Sig.	Terms of significance
socioeconomic status	1.456	1.703	0.157	T-test ≤ 0.05

Table 7 showed that T-test for X1 (socioeconomic status) was 1.456 meanwhile, T-table was 1.703. It indicated that T-test for X1 < T-table. It can be concluded that socioeconomic status had no significant effect on speaking skill.

The Effect of Motivation on Students' English Speaking Skill

There were students' motivation which consists of five main benchmarks, those are: good grades, participating in competitions, and career plans.

Motivation Based on Good Grades

In this subheading, the students are assessed on their motivation on achieving good grades with five levels of motivation as shown in Table 8 below.

Table 8 Motivation Based on Good Grade

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
1.	Focus on using English for assignment and exams.	-	-	-	-	1	3.33%	15	50%	14	46.67%

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
2.	Enable to quote the textbooks when speaking in class.	-	-	-	-	2	6.67%	11	36.67%	17	56.67%
3.	Work hard to get a best score	-	-	-	-	3	10%	15	50%	12	40%
4.	My skills are excellent compared with others	2	6.67%	7	23.33%	16	53.33%	4	13.33%	1	3.33%
5.	Interested in higher education than learning English language itself.	-	-	-	-	-	-	17	56.67%	13	43.33%

F: frequency   P: percentage

In table 8, the first level of motivation, *focus on using English for assignment and exams,* has the result of; 15 students or 50% were agree, 14 or 46.67% were strongly agree, 1 or 3.33% were neutral, and none of them disagree and strongly disagree. The second level of motivation, *enable to quote the textbooks when speaking in class,* showed that 17 students or 56.67% strongly agree, 11 students or 36.67% agree, only 2 students or 6.67% neutral, and none of them disagree and strongly disagree. The third level of motivation indicated that 15 students or 50% agree, 12 students 40% strongly agree, and 3 students or 10% neutral. The fourth level of motivation indicated that 16 students or 53.33% were neutral, 7 students or 23.33% disagree, 4 students or 13.33% agree, 2 students or 6.67% strongly disagree, and only 1 student or 3.33% strongly agree. The fifth level of motivation showed that 17 or 56.67% of students agree, 13 or 43.33% of students strongly agree, and none of them as neutral, disagree, or strongly disagree.

Motivation Based on Participation Competition

In this subheading of motivation, the students are assessed on their motivation on achieving some specific reasons through learning English with five levels of motivation as shown in Table 9 below.

Table 9 Motivation Based on Participation Competition

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
1.	Studying English to achieve maximum proficiency.	-	-	-	-	2	6.67%	14	46.67%	14	46.67%

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
2.	Studying English is important	-	-	-	-	2	6.67%	14	46.67%	14	46.67%
3.	Study English makes other people respect me.	-	-	-	-	1	3.33%	17	56.67%	12	40%
4.	Enable to understand English books, movies, pop music etc.	-	-	-	-	2	6.67%	16	53.33%	12	40%
5.	Enable to understand native English speakers	-	-	1	3.33%	8	26.67%	14	46.67%	7	23.33%

F: frequency   P: percentage

In table 9, the first and second level of motivation, *studying English to achieve maximum proficiency,* and *studying English is important,* showed that 14 students or 46.67% agree and strongly agree, 2 or 6.67% were neutral, and none of them disagree and strongly disagree. The third level of motivation, *Study English makes other people respect me,* showed that 17 students or 56.67% agree, 12 or 40% were strongly agree, 1 or 3.33% were neutral, and none of them disagree or strongly disagree. The fourth level of motivation indicated that 16 students or 53.33% were agree, 12 or 40% were strongly agree, and 2 or 6.67% were neutral. The fifth item indicated that 14 students or 46.67% were agree, 8 or 26.67% were neutral, 7 or 23.33% were strongly agree, only 1 or 3.33% were disagree, and none of them strongly disagree.

Motivation Based on Career Plans

In this subheading, the students are assessed on their motivation for their career planning of learning English with five levels of motivation as shown in Table 10 below.

Table 10 Motivation Based on Career Plans

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
1.	Enable keep in touch with foreigner	-	-	1	3.33%	6	20%	14	46.67%	9	30%
2.	Enable transfer my knowledge to other people	-	-	-	-	3	10%	13	43.33%	14	46.67%

No.	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	P	F	P	F	P	F	P	F	P
3.	Enable to behave like native English speakers	-	-	-	-	1	3.33%	17	56.67%	12	40%
4.	Interested in getting an academic degree and good job	-	-	-	-	2	6.67%	14	46.67%	14	46.67%
5.	Enable to travel abroad.	-	-	-	-	2	6.67%	9	30%	19	63.33%

In Table 10, the first level of motivation, *enable keep in touch with foreigner,* showed that 14 students or 46.67% were agree, 9 or 30% were strongly agree, 6 or 20% were neutral, 1 or 3.33% were disagree, and none of them as strongly disagree. The second level of motivation showed that 14 or 46.67% of students strongly agree, 13 or 43.33% of students agree, 3 or 10% of students were neutral, and none of them disagree or strongly disagree. The third level of motivation indicated that 17 students or 56.67% were agree, 12 or 40% were strongly agree, 1 or 3.33% were neutral, and none of them disagree or strongly disagree. The fourth level of motivation, *interested in getting an academic degree and a good job,* showed that 14 students 46.67% were agree and strongly agree, 2 students or 6.67% were neutral, and none of them disagree or strongly disagree. The fifth level of motivation showed that 19 students or 63.33% were strongly agree, 9 students or 30% were agree, 2 or 6.67% were neutral, and none of them disagree and strongly disagree.

The Effect of Motivation on Students' English Speaking Skill

In Table 11 below showed that T-test for X2 (motivation) was 4.199, meanwhile, T-table was 1.703. It indicated that T-test for X2 > T-table. It can be concluded that motivation has a significant effect on speaking skill.

Table 11 The Effect of Motivation on Students' English Speaking Skill

	T-test	T-table	Sig.	Terms of significance
Motivation	4.199	1.703	0	T-test ≤ 0.05

Meanwhile, for students' speaking assessment, the researcher used a rubric which has three indicators that were assessed, those were: daily scores 1, daily scores 2, and

mid-test score. Students' speaking achievement was assessed directly by the lecturer of the speaking class. It can be concluded that students speaking performance in both of the classes have good speaking performance. It can be seen in Table 12 below.

Table 12 Students' Speaking Achievement

No	Score	Classifying	Frequency	Percentage
1.	A	Excellent	24	80%
2.	B	Very good	3	10%
3.	C	Poor	3	10%
4.	D	Very poor	-	-
5.	E	Error	-	-
	Total		30	100%

Table 12 showed that there were 24 students or 80% categorized as excellent, 3 students or 10% as very good and poor, and none of them were categorized as very poor or error. It means that the students dominantly have an excellent speaking category.

In this section, the researcher discussed the findings based on the result. Socioeconomic status and motivation have a good mean score. Simultaneously, they have a significant influence on speaking skill, meanwhile, partially, motivation is the only variable that has a significant influence on speaking skill. Below are the clear explanations for each discussion:

The Effect of Socioeconomic Status on Students' Speaking

The hypothesis on variable X1 is the effect of socioeconomic status on students' speaking at Universitas Muhammadiyah Makassar. Based on the T-test result, it showed that socioeconomic status had no effect on students' speaking.

In line with Rodríguez-Hernández et al. (2020) who stated that socioeconomic status did not have any effect on students' speaking ability in university. Although there are obstacles that lower-class students face in learning English at university, they have the same educational experience as upper-class students. Therefore, the higher education system can have the same effect on every student regardless of socioeconomic status. So, it could be concluded that there is a positive but weak relationship between socioeconomic status and speaking skills. Farianti (2018) found that there was no a significant correlation between socioeconomic status factors namely parents' economic level, parents' education level, parent's occupation level and environment on students' achievement in learning English. This showed that student achievement was not affected by socioeconomic status. Students who have parents with high socioeconomic status will not always support their learning achievement. In other words, parents who have a high socioeconomic status do not guarantee to direct their students to be more active in learning. However, parents are only able to provide adequate facilities or infrastructure to support students' education. It was in line with this research that showed 53% of students were in moderate class. Mostly, their parents have a high school education and income of about Rp0,00 up to Rp.500.000,00. Thus, even though students were in moderate class, they were able to get excellent speaking score.

Meanwhile, Spencer et al. (2017) found that students from low class consistently perform below their upper-class peers. Socioeconomic status can affect speaking skill between factors of parents' education level and availability of learning resources. It was not in line with this research. As for, Southwood (2013) stated that there was a significant correlation between socioeconomic status on students' speaking. The result showed that students from low-class backgrounds score more poorly than their peers from high-class in speaking class.

The Effect of Motivation on Students' Speaking

The hypothesis on variable X2 is the effect of motivation on students' speaking at Universitas Muhammadiyah Makassar. Based on the T-test result, it showed that motivation had an effect on students' speaking skill.

In line with Kember (2016) who stated that motivation is important in affecting students' enthusiasm to learn something, including learning English. The motivation that highly affected learning English was students' career plans, such as the opportunity to travel aboard, continue their education, and get a better job. It was in line with this research. As has been presented in this research's findings, students' motivation is categorized as high motivation. The highest percentage indicator in motivation was based on career plans by the highest percentage of motivation was "*Learning English is important for traveling abroad*".

Additionally, Lasagabaster (2014) stated that motivation had an effect on students' success in learning a foreign language, especially speaking. Motivation helped students to focus on their tasks, leading to better speaking. In line with, as has been presented in the research's findings, most students were motivated in achieving good grades on the item *Enable to quote the textbooks when speaking in class*. So, students' motivation in quoting textbooks when speaking could help them get an excellent speaking score.

As for, Ritonga et al. (2020) found that there was a significant effect between motivation on students' speaking. The result was motivation helped students to focus on their tasks, leading to better speaking. It was in line with this research. As for, Menggo (2018) found that there was an effect of motivation on students' speaking skill. The result showed that students had the highest motivation on career plans and they were encouraged to focus more on speaking.

CONCLUSION

In accordance with the purpose of the research, particularly socioeconomic had no significant effect on speaking skill. It is proved by the T-test results which were T-test 1.456 < T-table 1.703. It showed that students in upper, moderate, and low-class backgrounds could get an excellent speaking category. So, it can be concluded that socioeconomic status did not affect students getting excellent speaking score. Meanwhile, motivation had a significant effect on speaking skill. It is proved by T-test results were T-test 4.199 > T-table 1.703. It indicated if students have high motivation they can get an excellent speaking category.After analyzing the data, regardless of the students' socioeconomic status, students' speaking skill was not impacted. However, their motivation played a significant role in shaping their speaking skill. Students from moderate class could have a better situation in dealing with English learning motivation.

They could have more financial support to start and continue learning English. As for, this research found that most students had moderate-class parents. However, students' learning motivation was in the high motivation category. Thus, even though students were in moderate class background but learning motivation is high, they could get an excellent speaking category.

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