

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

English is taught in Indonesia as foreign language. The Indonesian government chose English because he recognized the important role it plays in the international world. We can communicate with all of countries in the world, because English is the most widely used language in politic, business, trade and the diplomatic circle.<sup>1</sup>

In Indonesia, both sciences and technologies keep on growing very fast. The demands for societies and rivalries become more and more tangible, when it comes to the globalization era and free trade issue. Thus it is necessary to prepare the good quality of our human resources, and one of the ways to do so is going through the education sector. Education is one of the primary factors for human resources developments process because education is believed to make a significant progress to human resources process and to prepare more productive people that are able to give great impact to the nation (Kunaryo, 2000)<sup>2</sup>. In zgeneral, the meaning of education includes the mean to educate, to guide, to teach and to train. Of all the education process at school, learning activity is the most fundamental activity.

The purpose of national education based on UU RI No 20 year of 2003 regarding to the National Education System, is as followed: national education is aimed to develop the potentials in students to be more faithful and more believeble individual to the only one God, having more excellent attitude, be healthy, knowledgeable, smart, creative, independent, and responsibly democratic citizen<sup>3</sup>. The purpose of education that the government set is to brighten the life of the nation, thus, the government since the New Order has been expanding the chances of education for all people of Indonesia. This is as noted in the first line of the 31<sup>st</sup> verse

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<sup>1</sup>Ramelan, *Introduction to Linguistic Analysis*, (Semarang, IKIP Semarang Press, 1992) p 2

<sup>2</sup>Hadikusumo, Kunaryo, *Pengantar Pendidikan*, (Semarang: IKIP Semarang PRESS 1999) p 65

<sup>3</sup> Undang-undang republik indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional ,Http: /riau.kemendiknas.go .id/file/file/ produk hukum/fcpt1328331919.pdf. 17 february at13.34  
13.34.

in UUD 1945, saying that: “each and every one of nation’s citizens has the rights to education”<sup>4</sup>.

A teacher should then understand the sentence and content of that UUD 1945 above, that every student should get the same right for education in its similarity. In performing its daily duties, a teacher will face a problem, which is to educate students from different backgrounds. These differences could come from cultural environment, social environment, genders and others.

One of the purposes why the students go to school is to achieve maximum level of studying achievements in line with their capabilities. Education performance is conducted through two different kinds of channels; through the school education and non-school education. The school education channel is the education that is conducted in the school through the learning and studying activities, in tiered and sustainable. The non-school education channel is the education that is conducted outside the school through the learning and studying activities that are not have to be tiered and sustainable. Family education is one of the non-school education channels that is conducted within the family that teaching a religious belief, cultural values, moral values and creativities (UU RI No. 20 year of 2003). Thus, family has an important role in the education, that a family background should be concerned as well so that education accomplishment can be reached in its maximum level<sup>5</sup>.

Education accomplishment is a particular responsibility carried out by the family (parents), societies and the government. The government and societies provide a place to study, which is the School. The school itself accepts and is filled by various students from different kinds of background and different economy statuses.

A family is the first social institution that is acknowledged by the children yet in this particular institution too, various characters to build their personality in the future can be taught and shaped. It is of a family responsibility to provide the fund to meet their children education needs. Family (the parents) of the higher-income economy families will hardly meet any burden to provide their children education needs, while such things would usually go the other way around with those parents of the lower-income economy family. In accomplishing an education, the children will

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<sup>4</sup> amandemen pasal 31 ayat 1, 2, 3, 4 dan 5 tentang pendidikan ,[http://poetrasentence.blogdetik.com/2010/05/16/amandemen-pasal-31-ayat-1234-dan-5-tentang –pendidikan/](http://poetrasentence.blogdetik.com/2010/05/16/amandemen-pasal-31-ayat-1234-dan-5-tentang-pendidikan/) 17 february at13.34.

<sup>5</sup>*Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang sistem pendidikan nasional* (Http://riau.kemenag.go.id/file/file/produkhukum/ fcpt1328331919.pdf.), ” 17 february at13.34.

usually have to have some required supporting facilities that sometimes are very expensive. Therefore, if these required needs could not be provided thus it could be a major burden for the children to accomplish their educations, those are the reasons why i choose this factor for my title.

Such condition also happened at the MTs NU Nurul Huda Semarang, in which this school accepts its many students who are coming from different kind's parental economy background. These differences of parental economy backgrounds can influence to their abilities to fund their children, so that a parental economy background is one of the factors that set the children education accomplishment.

Regarding to the facts that are noted above, the researcher then decide to take this thesis with following reasons;

1. From the researcher assesment, the researcher thinks that students at MTs NU Nurul Huda Semarang coming from different social economy family condition, such as; educational level, income, wealth owned and residences so that the researcher wants to know "is there any influence coming from the parents' social economy condition to the studying achievement".
2. A school as the educational center is trying to help to increase the development and growth of the students. However, the successful of studying achievement process is influenced a lot by the good factors from the students themselves. One of the factors that the researcher will observe is the outside factors which is the parent' social economy status factor.

## **B. Questions of The Research**

This study is aimed at answering the following question:

1. How is the condition of parent's economy background of students in MTs NU Nurul Huda Semarang Semarang grade of VIII?
2. How can the parents' social economy backround differences influence the students' achievement in English?
3. How far is the influence of parent's social economy background to the students' achievement in English?

### **C. Objectives of The Research**

Based on the problem above, the aims of this study are as follow:

1. To describe the parent's social economy background of students in MTs NU Nurul Huda Semarang grade of VIII?
2. To identify the influence of the students parent's social economy background of MTs NU Nurul Huda Semarang grade of VIII to the students' achievements in MTs NU Nurul Huda Semarang grade of VIII
3. To identify how far is the influence of parents social economy background differences in students' achievement in English learning

### **D. Pedagogical Significance**

This study is important for two reasons to know the significance of the study.

It can contribute some benefits as follows:

1. Theoretical benefit.

To be able to know the parents social economy condition of the students at MTs NU Nurul Huda Semarang Mangkang Barat Semarang.

2. Practical benefit.

To be able to be used as data to school development project in the future ahead.