

**EXPLORING EFL STUDENTS' ACADEMIC ACHIEVEMENT IN
RELATION TO THEIR FAMILY CONSTRUCTS**

THESIS

Presented to

State Islamic University Syekh Wasil Kediri

In Partial Fulfilment of The Requirements

For The Degree of Sarjana in English Education Department



Written by:

Tiara Amalia (22202133)

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) OF SYEKH WASIL
KEDIRI**

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I hereby state that I wrote the thesis and work presented in it is my own and has been made by me as a result of my own original research. This thesis contains no material that has been written or published by others except where cited and referenced. No part of this work has been submitted in support of an application for a degree or other qualification from this university or any other university or institution of higher learning. Therefore, I am sole person responsible for this thesis in the event of any objections or claims from other parties.

This thesis was made to fulfill the requirements for the degree of Sarjana (S1) in the English Language Study Program, State Islamic University of Syekh Wasil Kediri.

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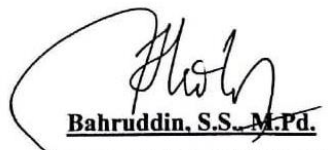
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Demikian harap maklum atas perhatian dan kesediannya,
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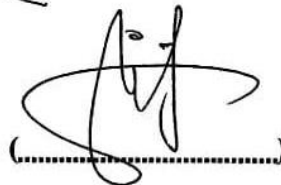
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DEDICATION SHEET

With deep gratitude, I dedicate this work to the people who have supported, guided, and strengthened me throughout this journey. Each of them has played a meaningful role in helping me reach this point. This work is sincerely dedicated to:

1. Allah SWT, for every blessing, strength, and ease that carried me through every challenge.
2. Prophet Muhammad SAW, whose teachings continue to inspire sincerity, patience, and purpose in everything I do.
3. My beloved mother, Ibu Ririn Lias Tutik. Thank you for your endless love, prayers, and sacrifices. Every step forward in my life is because of you.
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Kediri, 22th June 2026
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MOTTO

"Maybe I would be okay if I let this go forever. Send it into space and watch the planets turn.
Maybe I will, someday, let this go forever. Hold me until I find the nerve."
— Lizzy McAlpine (Staying)

ABSTRACT

Amalia, Tiara. 2026. *“Exploring EFL Students’ Academic Achievement in Relation to Their Family Constructs”*. Tarbiyah, UIN Syekh Wasil Kediri. Advisor: (1) Bahruddin, S.S., M.Pd. (2) Dr. Ima Fitriyah, M.Pd. I.

Keywords: academic achievement, EFL students, English subjects, family constructs, non-English subjects.

Family dynamics constitute one of the most consequential yet underexplored contextual factors shaping students' academic trajectories in higher education. Despite the growing body of literature on academic achievement, relatively few studies have examined how the structural and relational dimensions of family systems collectively influence students' scholastic outcomes. Drawing on Bowen's Family Systems Theory, which conceptualizes the family as an interconnected emotional unit whose internal dynamics extend into individual functioning and development, this study investigates the influence of family constructs on the academic achievement of undergraduate students at State Islamic University (UIN) Syekh Wasil Kediri.

This study employed a qualitative case study design to examine the lived experiences of six high-achieving students selected on the basis of diverse family backgrounds. Data were gathered through structured questionnaires and in-depth interviews, using an interview guide developed around five theoretically grounded dimensions of family constructs: emotional support, financial support, parental involvement, communication patterns, and home environment. The collected data were analyzed using Braun and Clarke's (2006) six-phase Thematic Analysis, encompassing familiarization, initial coding, theme generation, theme review, theme definition and naming, and report writing.

The analysis yielded five major themes illustrating the multifaceted ways in which family constructs shape students' academic achievement. Home environment emerged as the most dominant and consistently influential factor, followed by varying degrees of emotional support, financial support, parental involvement, and communication patterns. Notably, family support did not uniformly determine academic outcomes; several participants sustained high achievement through self-regulation, independence, resilience, and adaptive coping strategies despite constrained family conditions. These findings suggest that academic achievement is not a direct product of family resources alone, but rather an emergent outcome of the interplay between family system dynamics and individual adaptive capacity, consistent with Bowen's theoretical framework. The implications extend to both students, who may cultivate agency within challenging family contexts, and educators, who are encouraged to adopt family-informed pedagogical approaches to better support learners' academic development.

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