

**THE CORRELATION STUDY BETWEEN THE FIRST YEAR  
STUDENTS' SOCIOECONOMIC STATUS AND THEIR SPEAKING  
ABILITY AT SMKN 10 PADANG**

**THESIS**



**MOH ABEL PRANAWA**

**1910013121037**

**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at  
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**MOH ABEL PRANAWA**

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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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PADANG  
2024**

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Moh Abel Pranawa  
NPM : 1910013121037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Correlation Study Between the First Year Students'  
Socioeconomic Status and Their Speaking Ability at SMKN 10  
Padang

Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas  
Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Jumat, 08 Maret  
2024

Tim Penguji Skripsi

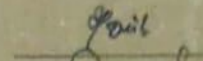
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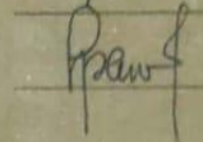
1. Drs. Khairul, M.Sc



2. Dr. Lely Refnita, M.Pd



3. Lailatul Husna, S.Pd., M.Pd



Nama : Mohi Abel Pranuwa  
NPM : 1910013121037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Correlation Study Between the First Year Students' Socioeconomic Status and Their Speaking Ability at SMKN 10 Padang

Padang, 08 Maret 2024

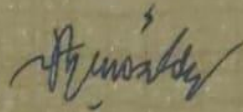
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Drs. Khairul, M.Sc

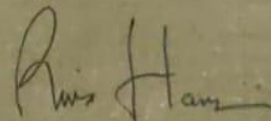
Diketahui Oleh:

Dekan Fakultas Keguruan  
dan Ilmu Pendidikan



Dr. Yetty Morelent, M.Hum

Ketua Program Studi  
Pendidikan Bahasa Inggris



Fitriana Harmaini, S.S., M.A

## ABSTRACT

**Pranawa, Moh Abel (2024). “The Correlation Study between the First Year Students’ Socioeconomic Status and their Speaking Ability at SMKN 10 Padang”**

**Advisor : Drs. Khairul, M.Sc**

The purpose of this research was to find a correlation between the first year students’ socioeconomic status and their speaking ability at SMKN 10 Padang. The design of this research is correlational research. The population of this research was the first year students SMKN 10 Padang. The proportional sampling technique was used in this research to collect data and the sample was first year students consisting of 32 students. The data collection instruments in this research are the socioeconomic status questionnaire and speaking test.

Based on data analysis, there was a positive correlation between the first year students’ socioeconomic status and their speaking ability at SMKN 10 Padang. It can be seen from the result of the data analysis that the value of *r<sub>calculated</sub>* of this research was 0,51, while the value of *r<sub>table</sub>* with the level significance 0,05 and the degree of freedom ( $df = n - 2$ ) was 0,36. It means that the *r<sub>calculated</sub>* was higher than *r<sub>table</sub>* ( $0,51 > 0,36$ ).

Finally based on the finding, it can be concluded that the alternative hypothesis of this research stating that there was a significant correlation between first year students’ socioeconomic status and their speaking ability at SMKN 10 Padang was accepted. By having known that, the meaning is the teachers are suggested advised to take into account students' socioeconomic backgrounds when instructing English, particularly in speaking skills. Additionally, creating a stimulating learning environment and encouraging students to persist in speaking practice, despite limited resources, is recommended. Students are suggested to practice to improve their speaking skills and never give up in a situation in which their parents cannot provide the learning facilities that they need.

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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, hypothesis, purposes of the research, significance of the research, and definition of the key terms.

### **1.1. Background of the Problem**

Many countries use English as an international language. It serves as a medium for exchanging experiences and applying knowledge gained over time. More than half of the world's population speaks English, making it an important international language used for business, social interaction, scientific activities, and technological growth. Furthermore, an understanding of English is essential for professional advancement. As a result, students must understand and apply English to increase their confidence in global competition. English is used as a second language in a variety of nations, including Pakistan, India, Singapore, and Malaysia. In Indonesia, English is considered a foreign language (Ariani & Ghafournia 2016). The government integrates English into the curriculum at all levels, from primary school to university, to help students enhance their English skills.

Mastering language is not easy, because it deals with possessing language skills; listening, writing, speaking, and reading, supported by the knowledge of essential elements of language; pronunciation, grammar, and

Vocabulary. Speaking skills play a huge role in a foreign language. Simatupang (2017) states that Speaking has played a really important role in second or foreign-language settings as a means of communication. Speaking is an activity that we use every day and should be developed in subtle and detailed language (Derakhshan et al., 2016). Speaking is an act of communication to give mutual interchange of information from the speakers to the listeners. Speaking skills are very important because if one doesn't have good speaking skills, listeners will not be able to understand the information. Speaking is an important part of communication. Speaking is a routine activity that calls for precise and careful language development. It is an attempt at information exchange between the speaker and the listener during a communication act. Without language proficiency, the listener will struggle to understand what is being said (Hamid & Abin, 2022). The goal of teaching speaking skills to pupils is to get them involved in oral communication (Sudibyoy et al., 2019).

One of the important aspects that support and influence learning English is socioeconomic status. Social economics plays an important role in provoking students to learn English. Because, when they get facilitated and have more finances to learn English, it will be easier for students to make them interested to learn English deeply. Khansir et al., (2016) explain that when parents are at a high level of economic status, participants could have a better situation in dealing with English learning. When the level of social class increases, motivation to learn English also

increases. Furthermore, Burrito et al., (2015) found that the higher the socioeconomic status and the more stable student's socioeconomic background, the more motivated they learn English. Ideally, if students' social economy is high, their English learning motivation will also be high. It is supported by Ghaemi (2014), stating that parents' socio-economic position is believed to affect students' motivation to learn. Note that socioeconomic status symbolizes the social class of an individual or group, with education, money, and occupation being the most important elements.

According to Wolfolk et al. (2003), sociologists use the term socioeconomic status (SES) to describe variations in money, power, and prestige that are closely linked to academic performance. Besides impacting learning outcomes, socioeconomic status also influences motivation and self-perceptions. Socioeconomic status not only determines the ultimate outcome of language acquisition but also shapes students' motivation to learn.

Prior research has explored the influence of socioeconomic status on learning. The socioeconomic factors connected to a range of learning-related problems have been the subject of prior research. Few studies have looked into the socioeconomic factors that are related to language learning performance and results in foreign contexts (Ariani and Ghofurnia, 2015; Ghaemi and Yazdanpanah, 2014). Other research has examined how socioeconomic status plays a part in language instruction (Kormos and Kindle, 2013). The socioeconomic significance of motivation to learn

English has gotten little scholarly attention (Khansir et al., 2016). Investigating the links between the variables currently at issue in schools is necessary due to the existence of groupings of schools with varying tuition costs and student economic circumstances. One additional external component to consider while examining the factors that impact student motivation is the socio-economic family. Socioeconomic factors greatly influence students' motivation to learn English. If studying English gets easier and there are more financial resources, it will be easier to pique students' interest in learning English thoroughly. The authors of Khansir, Jafarizadegan, and Karampoor (2016) say that people may be more motivated to learn English if their parents have more money. An individual's desire to learn English increases with their socioeconomic level. Buriro et al. (2015) discovered that students are more inspired to learn English if they come from higher socioeconomic backgrounds. Ideally, pupils are more motivated to learn English if they come from higher socioeconomic backgrounds. Researchers believe it is necessary to investigate the linkages between the variables currently at issue in schools due to the presence of distinct groupings of schools with different tuition costs and student economic circumstances.

Grounded by the description above, the researcher is interested in carrying out a study entitled "The Correlation Study between the First Year Students' Socioeconomic Status and Speaking Ability at SMKN 10 Padang".

## **1.2. Identification of the Problem**

Inequality in socioeconomic status (SES) casts a long shadow, shaping opportunities and challenges. Poverty, inequality, and discrimination limit access to basic needs and create obstacles to success. One crucial skill in today's world is English proficiency, unlocking doors to education, careers, and broader connections. However, uneven access to resources creates a gap in proficiency, with students from higher SES backgrounds enjoying advantages such as quality schools, supportive environments, and higher motivation.

There were three crucial elements in socioeconomic status: income, position, and education. These factors significantly influence a child's development of English language skills, focusing on essential aspects such as grammar, pronunciation, and vocabulary. Students from higher SES backgrounds have extensive access to learning, both in terms of facilities and supporting media, enabling them to excel in their studies. The education level of students' parents plays a vital role in shaping the child's upbringing and developmental patterns, while the parents' position is closely linked to their income and education. Conversely, for children from lower SES backgrounds, there is a lack of sufficient facilities due to limitations in understanding the learning materials and limited access. The disparities in grammar, pronunciation, and vocabulary become significant between students from low and high socioeconomic status backgrounds,

driven by the differences in coverage, facilities, and media available to both groups.

Inequality in SES significantly impacts English language proficiency. Students from lower SES backgrounds were more likely to face challenges with grammar, pronunciation, and vocabulary. This can lead to difficulties in succeeding in school, obtaining good employment, and fully participating in society.

### **1.3 Limitation of the Problem**

Based on the identification above, the researcher wants to limit this study to the correlation between first year students' socio-economic status and their speaking ability at SMKN 10 Padang. Dealing with socioeconomic status focuses on Students' parent's income, education, and occupation. Concerning speaking, he concentrates on students who give an opinion about the teaching-learning process at SMKN 10 Padang, and over pronunciation, grammar, content, fluency, and vocabulary.

### **1.4 Formulation of the Problem**

Based on the problem above, the researcher formulates the problem as follows: “Is there any significant correlation between the first year students' socio-economic status and their speaking ability at SMKN 10 Padang”.

### **1.5 Hypothesis**

The hypothesis of the study was formulated as follows:

1. H<sub>0</sub>: There is no significant correlation between the first year students' socio-economic status (X) and their speaking ability (Y).
2. H<sub>a</sub>: There is a significant correlation between the first-year students' socio-economic status (X) and their speaking ability (Y).

### **1.6 Purposes of the Research**

The main purpose of this research is to find out the correlation between the first year students' socio-economic status and their speaking ability at SMKN 10 Padang.

### **1.7 Significance of the Research**

The significance of this research is three-fold. Firstly, it can contribute to the body of knowledge on the relationship between socioeconomic status and speaking ability. secondly, the findings can be used to develop more effective instructional strategies for improving students' speaking skills. Finally, the results can inform the formulation of more equitable and inclusive educational policies for all students, including those from low socioeconomic status families.

### **1.8 Definition of Key Terms**

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows:

- 1) Correlation research involves collecting data to determine whether a relationship exists between two or more quantifiable variables and to what degree it is (Refnita, 2018).

- 2) "Speaking ability" refers to a person's skill in oral communication. It includes the ability to articulate words clearly, express thoughts and ideas effectively, and communicate with others through spoken conversation.
- 3) "Socio-economic status" (SES) is a brief way to describe a person's or a family's social and economic position in society. It encompasses factors such as income, education, and occupation.