

**THE CORRELATION BETWEEN PARENTS' EDUCATIONAL  
BACKGROUND AND STUDENTS' SELF-ESTEEM TOWARD  
SPEAKING ABILITY AT TENTH GRADE OF SMAN 1 CEPER IN  
ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirement for the degree of *Sarjana*



**By:**

**Alyaa Hannifah Meylasari**

**SRN. 19.61.2.1.044**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF CULTURES AND LANGUAGES**

**RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

**2023**

## ADVISOR SHEET

Subject : Thesis of Alyaa Hannifah Meylasari  
SRN : 19.61.2.1.044

To:

The Dean of  
Faculty of Cultures and Languages  
UIN Raden Mas Said Surakarta  
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary devices, herewith, as the advisor, I state that the thesis of

Name : Alyaa Hannifah Meylasari

SRN : 19.612.1.044

Title : **The Correlation Between Parents' Educational Background and Students' Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023**

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention

Wassalamu'alaikum Wr. Wb

Sukoharjo, 22 May 2023

Advisor,



Linda Safitri, S.Hum., M.Pd.

NIP. 19890824 202103 2 029

## RATIFICATION

This is to certify the *Sarjana* thesis entitled

“The Correlation Between Parents’ Educational Background and Students’ Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper In Academic Year 2022/2023”

By Alyaa Hannifah Meylasari has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in Raden Mas Said State Islamic University of Surakarta.

Chairman : Nestiani Hutami, M.A  
NIP. 19861104 201903 2 007

(.....)

Secretary : Linda Safitri, S.Hum., M. Pd.  
NIP. 19890824 202103 2 029

(.....)

Main Examiner : Dr. Yusti Arini, M.Pd  
NIP. 19750829 200312 2 001

(.....)

Sukoharjo, 22 May 2023

Approved by Dean, Faculty of  
Cultures and Languages



  
**Prof. Dr. Foto Suharto, S.Ag. M.Ag.**

NIP. 19710403 199803 1 005

## DEDICATION

This thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW
2. My beloved parents, Mr. Sumadi Yuliana and Mrs. Mulyaningsih for their support, love, prayers, facilities, and everything they give to the researcher so that this research could be completed.
3. My brother, Rakha Fadhel Annafi and my sister, Natasya Aprilia Damayanti who always give me support and love.
4. Myself, Alyaa Hannifah Meylasari, thank you for going through these difficult times and believing in yourself. You did your best so far.
5. All tenth-grade students of SMAN 1 Ceper who has helped the researcher in doing the research.
6. My old but gold friends who patiently give their time to listen my stories and always give me support and love, Eva Shifa Audyana and Savira Amelia Pramudita.
7. My beloved friends who patiently give their time to listen my stories and give support, Rohmatul Hasanah, Fasa, Ulya Darajat, Fajri Irfani, Salma Hamidah, Devi Rahmawati, and Alfia. And my senior in collage, Shintia Yunitasari who always give me support and listen my stories.
8. My best and supportive friends, all of my friends in Class B.

## **MOTTO**

**“Indeed, with hardship (will be) ease”**

**(Al - Insyirah 94:5-6)**

**“This is your path, and yours alone.**

**Others may walk with you.**

**But nothing can replace you walking.”**

**(Jalaluddin Rumi)**

**“If you can’t fly, run,**

**If you can’t run, then walk,**

**If you can’t walk, then crawl,**

**But by all means, keep moving”**

**(Martin Luther King Jr.)**

## PRONOUNCEMENT

Name : Alyaa Hannifah Meylasari  
SRN : 19.61.2.1.044  
Study Program : English Education Study Program  
Faculty : Faculty of Cultures and Languages

I hereby sincerely state that this thesis titled

**“The Correlation Between Parents’ Educational Background and Students’ Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 May 2023

Stated by,



Alyaa Hannifah Meylasari

SRN. 19.61.2.1.044

## ACKNOWLEDGEMENT

Alhamdulillah, all praises to be Allah, the single power, the Lord of the universe, master of the day of judgement, Almighty God, for all blessings and mercies so the researcher was able to finish this thesis entitled *The Correlation Between Parents' Educational Background and Students' Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of word revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from all several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd. as the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag. M.Ag. as the Dean of the Faculty of Cultures and Languages.
3. Elen Inderasari, S. Pd., M. Pd. as the Head of Language Education.
4. Wildan Mahir Muttaqin, MA. TESL., as the Coordinator of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta.
5. Linda Safitri, S. Hum., M. Pd. as the Advisor who has given her time to guide the researcher until this thesis finish. Thanks for the advice, suggestion, and guidance.
6. Drs. Tukimin, M.A. as the Headmaster of SMA N 1 Ceper for facilitating the research in collecting data.
7. Poedji Astuti, S.Pd. as the English teacher of SMA N 1 Ceper who has helped the research in doing the research.
8. The researcher's family for all prayers, supports, and motivation to finish this thesis.

9. All of researcher best friends that always give support in every condition (Eva, Savira, Rohmatul, Fajri, Ulya, Salma, Devi)
10. All of the researcher's friends in English Language Education especially Class B 2019 that cannot be mentioned all one by one, thank you for being best partners in learning and making unforgettable moment.
11. Everyone who has helped the researcher conducting the research and writes the thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Sukoharjo, 22 May 2023

The researcher



Alyaa Hannifah Meylasari



## ABSTRACT

Alyaa Hannifah Meylasari. 2023. *The Correlation Between Parents' Educational Background and Student Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023*. Thesis. English Language Study Program, Faculty of Cultures and Languages.

Advisor: Linda Safitri, S. Hum., M. Pd.

The aim of this research is to know the correlation between parents' educational background and students' self-esteem toward speaking ability at tenth grade of SMAN 1 Ceper in academic year 2022/2023.

This research uses quantitative method with correlation research. The population was all tenth-grade students of SMAN 1 Ceper which consisted of seventh classes. The total students are 251. By using cluster random sampling. The researcher took 72 samples, namely class C and D, the class was randomly selected. The instruments used were questionnaire for parents' educational background, and students' self-esteem, and test for speaking ability. In analyzing the data, researcher used Pearson Product Moment and linear regression.

The result of the research showed that (1) There is a positive and significant correlation between parents' educational background ( $X_1$ ) and speaking ability (Y) because from the results of Pearson correlation and regression testing results that  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.873 > 0.231$ ). Contribution of parents' educational background to speaking ability is 76.2%. (2) There is a positive and significant correlation between students' self-esteem ( $X_2$ ) and speaking ability (Y), because from the results of Pearson correlation and regression testing results that  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.922 > 0.231$ ). Contribution students' self-esteem to speaking ability is 85.1%. (3) There is a positive and significant correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y) because from the results of Pearson correlation and multiple linear regression testing results that  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.937 > 0.231$ ). The results of the contribution of parents' educational background ( $X_1$ ) and student self-esteem ( $X_2$ ) toward speaking ability (Y) is 87.8%. And an has a very high degree of correlation. From the results of the third hypothesis test, it shows that the level of correlation between parents' educational background and students' self-esteem towards the speaking ability of class X students of SMAN 1 Ceper is very high.

**Keywords:** *Parents' Educational Background; Students' Self-Esteem; Speaking Ability.*

## TABLE OF CONTENTS

<b>ADVISOR SHEET</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	8
E. Objective of the Study .....	8
F. Benefits of the Study .....	9
G. Definition of the Key Terms.....	11
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>13</b>
A. Theoretical Review .....	13
1. Review on Speaking Ability .....	13
a. Definition of Speaking .....	13
b. Definition of Speaking Ability .....	15
c. Components of Speaking .....	16

d. Problem in Speaking .....	25
2. Review on Students' Self-Esteem .....	31
a. Definition of Self-Esteem .....	31
b. The Concept of Self-Esteem .....	32
c. The Elements of Self-Esteem .....	34
d. The Functions of Self-Esteem .....	37
3. Review on Parents' Educational Background .....	38
a. Definition of Parents .....	38
b. The Role of Parents in Students' Education .....	39
c. Parents' Educational Background .....	40
B. Previous Related Studies .....	45
C. Rationale .....	52
D. Hypothesis .....	55
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>57</b>
A. Research Design .....	57
B. Research Setting .....	58
C. Population, Sampling and Sample .....	59
D. Techniques of Collecting the Data .....	61
E. Research Instrument.....	66
F. Data Validation .....	67
G. Techniques of Analyzing the Data .....	72
<b>CHAPTER IV RESEARCH FINDING AND DISSCUSSION.....</b>	<b>76</b>
A. Research Finding .....	76
1. Data Description .....	75

2. Data Analysis .....	85
B. Discussion.....	111
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>117</b>
A. Conclusion.....	117
B. Suggestions .....	120
<b>BIBLIOGRAPHY .....</b>	<b>122</b>
<b>APPENDICES .....</b>	<b>128</b>

## LIST OF TABLES

Table 2. 1 Pronunciabation Assessment by Brown (2001).....	18
Table 2. 2 Grammar Assessment by Brown (2001).....	20
Table 2. 3 Vocabulary Assessment by Brown (2001).....	22
Table 2. 4 Accuracy and Fluency Assessment by Brown.....	24
Table 2. 5 Elements of Self-Esteem Questionnaire by Plummer (2005).....	34
Table 2. 6 Similarities and differences between previous studies and this study	47
Table 3. 1 The Chart of Design.....	58
Table 3. 2 Time of Research .....	59
Table 3. 3 The population of tenth grade students .....	60
Table 3. 4 Speaking test assessment criteria .....	62
Table 3. 5 Symbols of mother’s educational background level.....	63
Table 3. 6 Symbols of father’s educational background level.....	64
Table 3. 7 The Self-esteem score category .....	65
Table 3. 8 Research instrument of students' self-esteem .....	67
Table 3. 9 Validity of Students’ Self-Esteem.....	68
Table 3. 10 The Cronbach's alpha of Self-Esteem Reliability .....	70
Table 3. 11 The Cronbach's alpha of Parents’ Educational Background Reliability .....	71
Table 3. 12 Table of r Score Interpretation.....	75
Table 4. 1 The Data Statistic of Parents’ Educational Background.....	76
Table 4. 2 The Data Frequency of Parents’ Educational Background.....	77
Table 4. 3 Histogram frequency of Parents’ Educational Background.....	78
Table 4. 4 The Data Statistic of Self-Esteem .....	79
Table 4. 5 The Data Frequency of Self-Esteem .....	80
Table 4. 6 Histogram frequency of Self-Esteem.....	82
Table 4. 7 The Data Frequency of Speaking Ability .....	83
Table 4. 8 The Data Frequency of Speaking Ability .....	84
Table 4. 9 Histogram frequency of Speaking Ability .....	86
Table 4. 10 The Data Normality Testing .....	87

Table 4. 11	The linearity testing (X1) and (Y).....	89
Table 4. 12	The Linearity testing (X2) and (Y) .....	90
Table 4. 13	The regression of parents' educational background (X1) and speaking ability (Y) .....	91
Table 4. 14	The regression of self-esteem (X2) and speaking ability (Y).....	93
Table 4. 15	The regression of parents' educational background (X1), self-esteem (X2) and speaking ability (Y).....	94
Table 4. 16	The significant regression of parents' educational background and speaking ability .....	96
Table 4. 17	The significant regression of self-esteem and speaking ability .....	97
Table 4. 18	The significant regression of parents' educational background and students' self-esteem towards speaking ability .....	98
Table 4. 19	The model summary of parents' educational background (X1) and speaking ability (Y).....	100
Table 4. 20	The Results of Correlation Pearson Between Parents' educational Background (X1) and Speaking Ability (Y) .....	101
Table 4. 21	The model summary of self-esteem (X2) and speaking ability (Y)	104
Table 4. 22	The Results of Correlation Pearson Between Students' Self-Esteem (X2) and Speaking Ability (Y).....	105
Table 4. 23	The model summary of parents' educational background (X1) and self-esteem (X2) towards speaking ability (Y) .....	107
Table 4. 24	The Results of Correlation Pearson Between Parents' Educational Background (X1) and Students' Self-Esteem (X2) toward Speaking Ability (Y).....	109

## LIST OF APPENDICES

Appendix 1 .....	128
Appendix 2 .....	129
Appendix 3 .....	131
Appendix 4 .....	132
Appendix 5 .....	136
Appendix 6 .....	137
Appendix 7 .....	138
Appendix 8 .....	139
Appendix 9 .....	143
Appendix 10 .....	144
Appendix 11 .....	145
Appendix 12 .....	146
Appendix 13 .....	149
Appendix 14 .....	151
Appendix 15 .....	153
Appendix 16 .....	156
Appendix 17 .....	160
Appendix 18 .....	164
Appendix 19 .....	165
Appendix 20 .....	167
Appendix 21 .....	169

Appendix 22 .....	172
Appendix 23 .....	175
Appendix 24 .....	178
Appendix 25 .....	180
Appendix 26 .....	182



## CHAPTER I

### INTRODUCTION

#### 3. Background of the Study

In learning English as a foreign language, students must master two language mastery skills, namely input and output skills. Language input skills consist of reading and listening and then output skills consist of speaking and writing. Among the four skills that must be mastered, speaking is an important aspect of interacting and can be used to understand each other in communicating in English. According to Bahrani (2011) as cited in Andriani, et al., (2019) speaking ability is the most important ability for daily activities than reading and writing. From this statement, speaking is the most important skill that must be mastered and learned. As an interactive process of meaning development in the process of producing, developing, and receiving information.

Furthermore, realizing that the ability to speak is important (Nilufar, 2021), it must be learned from the basics and the beginning. However, there are some difficulties in mastering the ability to speak English as a foreign language, and some even consider that speaking is the most difficult aspect of learning the language. In this case, not only students think that speaking is a difficult aspect to master, but teachers also have the same opinion. Therefore, it is necessary to investigate what factors can affect speaking skills to support the success of mastering speaking skills to communicate in English.

There are many factors that affect the ability to speak, one of which is the surrounding environment. The environment around learners of English as a foreign language is something that needs to be considered. The most important surrounding environment is family, especially parents. According to Kasapi et al., (2013) in Ardita et al. (2016), argues that parents are the biggest influence for children, especially in daily education. From this statement, it can be interpreted that parents play an important role in children's education, both academic and non-academic education. This is because parents are the first environment for children to develop, and the family environment is the first environment in children's education.

According to Lee & Bown (cited in Petchprasert, 2014), parents with a variety of educational backgrounds will have a role in their children's educational attainment in terms of the type of behavior, actions, perceptions, socioeconomic status (SES), and educational attainment. From Lee & Bown's opinion, parents are the main supporters of children's learning achievement, both formal and informal education.

One aspect that is no less important in speaking skills is the psychological aspect. The psychological aspect that is considered is students' self-esteem. According to Coopersmith, as cited in Ayu (2021), self-esteem is a view and evaluation carried out by individuals to find out and believe in the extent of their abilities. This means that self-esteem arises from oneself. A child's self-esteem can also be influenced by his parents. The involvement of the role of parents in building self-esteem begins when parents provide upbringing and parenting to children.

The correlation between parents' educational background and students' self-esteem with students' speaking ability can be interpreted as a correlation relationship. Correlation is a process of data analysis to find a correlation between two or more variables. Quantitative research has an advantage, namely providing information about the correlation between the variables used (Ary et al., 2010). This correlation research will provide facts and information whether there is a significant correlation or not between research variables.

In this research, the researcher used parents' educational background, students' self-esteem, and speaking ability as variables. SMAN 1 Ceper was chosen as the research location. Speaking skill is one of the skills that need to be taught to students. All students are expected to be able to speak with good intonation and grammar. In addition, seeing that learning after the pandemic situation makes learning must be done offline and application of a new curriculum. The researcher decided to look for schools that have students with diverse speaking abilities using the *Merdeka* curriculum application, and the diversity of speaking skills is very visible in each class. SMAN 1 Ceper meets the requirements.

Based on pre-research conducted by a researcher at SMAN 1 Ceper using interviews with teachers, the researcher found problems in learning English in terms of speaking. From the interviews conducted by the researcher with the English teacher for class X at SMAN 1 Ceper, there were several problems with speaking. First, the students still lacked vocabulary. Secondly, students have grammatical difficulties, and they lack confidence to speak because they are self-aware. The final problem is that students lack pronunciation because in English there is a difference

between spoken and written reading. On the other hand, there were some students who said they enjoyed learning English, especially when speaking, because they could express ideas directly without fear. In this case, some students who like to talk have supporting factors, namely the habits of students at home. Students who have high awareness and self-confidence come from parents who have high school educational backgrounds. The initial research conducted by the researcher found two main problems in students' speaking, namely students' views of themselves and the influence of parents' last level of education.

Based on the research background and pre-research that has been done by the researcher, the researcher conducted a study at SMAN 1 Ceper, Klaten. SMAN 1 Ceper is one of the senior high schools located on Jl. Kajen, Kajen, Ceper District, Klaten Regency, Central Java. SMAN 1 Ceper was chosen as the research location. The researcher decided to look for schools that have students with diverse speaking abilities by using the "*merdeka*" curriculum application, and the diversity of speaking skills is very visible in each class. In addition, the researcher used research schools with school qualifications where students were not only from the upper class but also had diverse educational backgrounds. SMAN 1 Ceper meets the requirements. The school has twenty classes, consisting of seven classes for grade ten, seven classes for grade eleven, and six classes for twelfth grade students.

The researcher focused on tenth-grade students. The researcher chose the tenth grade because it was a new student who was adapting to the environment in a new school from junior high school to high school. The researcher chose this study because the researcher wanted to know about the correlation between students'

abilities, especially in speaking ability, with parents' educational background and student self-esteem.

Several similar previous studies have different results in finding the correlation between parents' educational background, students' self-esteem, and speaking ability. Research by Tri Suci (2019) entitled "The correlation between parents' educational background and students' motivation in learning English of vocational high school Muhammadiyah 2 Pekanbaru" this study resulted in a significant correlation between parents' educational background and students' motivation in learning English in eleventh grade students at SMK Muhammadiyah Pekanbaru with  $r_{xy} = 0.875$  ( $r_{xy} > r_{table}$ ;  $0.875 > 0.325$ ). Research by Marzulina et al., (2018) entitled "Looking at the link between parents' educational background and students' English achievement" have result of  $r_{xy}$ : 0.420 and has 17,6% significantly influenced dependent variable which means that there is a moderate correlation between parents' educational background and students' achievement. Research by Rahayu (2020) entitled "The correlation between students' self-esteem and their speaking ability at junior high school 10 Tapung Kampar regency", results of this study indicate that there is a significant correlation between self-esteem and speaking skills.

It is different from previous research, although it has similarities by finding a correlation between parents' educational background, students' self-esteem, and speaking ability. In this study, the researcher discussed the correlation between three variables, namely parents' educational background, students' self-esteem, and speaking ability, whereas many other researchers rarely discussed factors that affect

speaking ability from the psychological side of students. There will also be a theory that is different from previous research which discusses the correlation between the three variables. This study also examines the tenth graders who use the “*merdeka*” curriculum which has just been implemented in the 2022/2023 school year. Furthermore, the context of parents’ educational background discusses the final level of education taken by parents of students.

Based on the explanation above, the researcher wants to know whether there is a significant and positive correlation between parents’ educational background and students’ self-esteem toward speaking ability. Therefore, the researcher conducted research entitled “*The Correlation Between Parents’ Educational Background and Students’ Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023*”.

## **B. Identification of the Problem**

Based on the explanation above and interview with teachers, the researcher identifies the problem as follows:

1. In learning English, speaking ability is one of the most difficult abilities for students.
2. Many students are not enthusiastic about speaking because of limited vocabulary, grammar, and difficult pronunciation.
3. In speaking English, students tend to look down on themselves.
4. Students more often use language teaching habits taught by their parents at home, especially when speaking.

5. Speaking ability is still a problem for students because of their belief that speaking is the most difficult skill in learning English.

### **C. Limitation of the Problem**

Based on the explanation of the background, the researcher gave a limit of the problem by focusing on the correlation between parents' educational background and students' self-esteem toward speaking ability. This research was conducted at SMAN 1 Ceper with tenth graders for the 2022/2023 academic year as participants.

Limitations on parents' educational background researcher limit the level of parental education last. Limitations on self-esteem researcher use indicators; knowledge of self and others, self-acceptance, and self-confidence. Then, for speaking ability, the researcher used limits using the topic "Expressing intention". The indicators in the assessment of speaking ability regarding expression intention are pronunciation, grammar, vocabulary, comprehension, and fluency.

The subjects used by the researcher in this study were the tenth graders at SMAN 1 Ceper. Correlation is tested to determine whether there is a significant and positive correlation between each variable. Correlation testing uses limits in order to be able to test optimally and to achieve optimal test results.

#### **D. Formulation of the Problem**

Based on the previous background, the researcher formulates the problem as follows:

1. Is there a positive and significant correlation between parents' educational background and the speaking ability of tenth graders at SMAN 1 Ceper in the academic year 2022/2023?
2. Is there a positive and significant correlation between students' self-esteem and the speaking ability of tenth graders at SMAN 1 Ceper in the academic year 2022/2023?
3. Is there a positive and significant correlation between parents' educational background and self-esteem toward speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023?

#### **E. Objective of the Study**

This study has three objectives from the research obtained from the formulation of the problem above. So, the objectives of this research are as follows:

1. To find out whether there is a positive and significant correlation between parents' educational background and speaking ability at the tenth-grade students of SMAN 1 Ceper in academic year 2022/2023;
2. To find out whether there is a positive and significant correlation between students' self-esteem and speaking ability at the tenth-grade students of SMAN 1 Ceper in academic year 2022/2023;



3. To find out whether there is a positive and significant correlation between parents' educational background and students' self-esteem toward speaking ability at the tenth-grade students of SMAN 1 Ceper in academic year 2022/2023.

#### **F. Benefits of the Study**

Based on the objectives of the research that have been described, the researcher hopes that the research can help to find answers whether parents' educational background and students' self-esteem have a significant and positive correlation with their speaking ability. In addition, it is useful to improve the quality of English learning for both teachers and students at SMAN 1 Ceper. In general, it can be explained as follows:

1. Theoretical Benefit

Theoretically, the results of this study can provide some information to students and teachers to learn. The study can help the researcher to find out to whether there is a significant and positive correlation between parents' educational background and students' self-esteem toward speaking ability at SMAN 1 Ceper. The results of this study can be useful for other researchers regarding parents' educational background, students' self-esteem, and speaking ability.

## 2. Practical Benefits

### a. For Students

Practically from the results of this study, students can improve their speaking ability through self-esteem and education that has been given and taught by their parents.

### b. For English Teacher

The results of this study are expected to provide information and can help English teachers to improve students' speaking abilities by knowing that students' self-esteem and parents' educational background can also influence the improvement of students' speaking abilities. This research can help English teachers in terms of increasing student's speaking abilities.

### c. For Parents

The results of this study are expected to provide information to parents that the role of parents is very important in the education of their children.

### d. For Further Researchers

The results of this study are expected to provide information and provide references to further researchers who conduct research on the same topic as this study.

## **G. Definition of the Key Terms**

### **1. Parents' Educational Background**

Overall, the educational background of the parents which refers to the final education of the parents will affect the educational welfare of the students in the school environment, especially the first academic year (Janke et al., 2017). The parents' educational background in this study is the last education taken by the parents of tenth graders at SMAN 1 Ceper for the academic year 2022/2023.

### **2. Self-Esteem**

Self-esteem refers to an individual's sense of worth or self-worth or the degree to which people value or like themselves (Lane et al., 2004). According to Bandura in Lane et al., (2004), argue that liking oneself does not always result in work achievement but also a choice of personal goals. In this study, self-esteem is the student's view of themselves as a whole, from liking themselves to self-evaluation of their speaking skills.

### **3. Speaking Ability**

According to Widowson as cited in Sulastri (2013) states that speaking is a means of communicating orally to provide information which includes two elements, namely the speaker and the listener. In this study, speaking ability is defined as the ability to provide information orally by paying attention to several aspects of

speaking, namely pronunciation, grammar, vocabulary, and understanding, and fluency in speaking.

## CHAPTER II

### LITERATURE REVIEW

#### 3. Theoretical Review

##### 1. Review on Speaking Ability

###### a. Definition of Speaking

The most important aspect of communication is speaking. Many definitions speak from several experts. Nunan, (2003) states that speaking is a productive ability. As an interactive process of developing meaning in the process of producing, developing and receiving information. In other words, speaking skill is a complex thing in communication whose role is very important so that its communicative efficiency must be developed in order to support learners of English as a foreign language.

According to Eliyasun, Rosnija and Salam (Roslaja et al., 2018) speaking is a process in conveying ideas orally. The process of conveying ideas orally will result in the production of speech to get speech from the other person. Zuhriyah, (2017) states "Speaking is a way for someone to express something and to communicate". This shows that speaking is the main tool for interacting with other people to convey an idea orally.

According to Widowson as cited in Sulastri, (2013) states that speaking is a means of communicating orally to provide information which includes two elements, namely the speaker and the listener. Brown, (2004) defines that speaking is a productive skill that is directly observed

through observation which is colored by the accuracy and effectiveness of the test taker's listening skills considering the reliability and validity of the oral. From Brown's opinion it is said that speaking is an activity that is not carried out by one person but by two or more where the participants involved must take action according to what is heard from what is being discussed and contribute at high speed.

Speaking is a basic skill for English learners in communicating by considering its significance and benefits in interacting with others. It is important for students to speak English considering that English is an international language so that it will be useful for them to improve their knowledge and skills in getting a job in another country. Therefore, those who can speak well will have no difficulty while traveling around the world (Garg & Gautam, 2015) .

Based on the definitions from some of the experts above, the researcher concludes that speaking is spoken language which is the key to communicating with other people so that the messages and ideas conveyed can be understood by the person being spoken to. Speaking in a foreign language is something that is really needed by foreign language learners because from speaking, students can communicate well with all people around the world. Therefore, learners must also pay attention to speaking skills when learning English as a foreign language. Students also need to master the components of speaking.

## **b. Definition of Speaking Ability**

Speaking is the most important skill that must be mastered in communication. Speaking is an interactive process that aims to provide an understanding that involves the production and processing of information. Speaking ability consists of two words, namely speaking and ability. The following will be explained one by one in order to be clearer and avoid misunderstandings. According to Brown in the International Journal of Language Academy (Konusma et al., 2014), speaking is an interactive process used to build an understanding of information. Clarity in speaking is very influential in understanding the information conveyed.

According to the Oxford Dictionary (2008), ability means the strength possessed in a skill. Proficiency is obtained from various things, namely capabilities, intelligence, skills and main supporting strengths such as knowledge, skills, talents, skills and qualifications and strengths. From this explanation, ability is something that cannot go away and cannot be developed except by constant repetition. So that the ability to speak is a skill that is built gradually.

The importance of speaking in teaching is a skill that needs to be mastered in teaching English. Nunan (1991), argues that the most important aspect in learning a foreign language or English is the ability to speak, speaking ability is measured in conversation with the foreign language being studied. In other words, the ability

to speak is an aspect that must be possessed by foreign language learners in learning.

Next, definition of speaking ability. According to Bahrani (2011) as cited in (Andriani et al., 2019) speaking ability is the most important ability in daily activities besides reading and writing. Speaking is the most important skill that must be mastered in communication. There are many aspects that need attention in improving speaking skills. Aspects of articulation, grammar, adequate vocabulary and using the right intonation.

### **c. Components of Speaking**

In speaking English, speakers not only have to speak well but also have to pay attention to the components contained in speaking a foreign language, especially English language. Oral communication can be carried out well if the following components are considered:

#### **3) Pronunciation**

Pronunciation makes a big impact on understanding spoken language. Pronunciation is an important aspect in producing speech clarity in a communication. A speaker who utters a lot of wrong English will cause many misunderstandings and be difficult for listeners to understand. Pronunciation is related to phonological processes that refer to grammar, sound production and variations in



the use of a language. Pronunciation focuses on sound production, stress patterns, and intonation. English pronunciation pays attention to two things, namely the suprasegmental aspect and the segmental aspect (Lasi, 2020).

According to Yates and Zielinski as cited in (Gilakjani & Sabouri, 2016) , states that the suprasegmental aspects in English pronunciation consist of emphasis, intonation, rhythm, sound clarity while the segmental aspect includes how the difference in sound quality is produced. The above aspects affect students' speaking ability because the pronunciation of a speaker can affect the listener's understanding. In addition, it helps students understand the ideas and messages conveyed when communicating with others. Understanding speaking slightly refers to the intellectual aspect because only with practice will affect the clarity of pronunciation in English.

Without good pronunciation, communication will not take place properly because the message conveyed by the speaker cannot be understood by the listener. Therefore, pronunciation has an important role in speaking, especially in building communication both in the academic and social fields. In addition, according to Brown (2001), the assessment of speaking in terms of pronunciation is divided into 5 rubrics of scoring scores. The following is the rubric for assessing pronunciation according to Brown (2001):

**Table 2. 1**  
**Pronunciation Assessment by Brown (2001)**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very Poor	1	Errors in pronunciation are frequent but the native speaker can understand the language of foreigners who try to speak the language of the students.
Poor	2	Accent is intelligible though often quite faulty.
Average	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
Good	4	Errors in pronunciation are quite are.
Very Good	5	Equivalent to and fully accepted by educated native speakers.

Based on the table above, the highest score is 5, namely the ability to speak like a native speaker. Score 4, namely the pronunciation of speaking is clear but there are few errors. A score of 3 means that the speaking ability is already in the average. A score of 2 means that the pronunciation ability is still lacking and there are several errors that affect speaking. A score of 1 means that there are many pronunciation errors that native speakers have to face a lot of effort to understand.

## 2) Grammar

In learning English, grammar is an important aspect that must be understood. Grammar can be called the key to understanding. The use of good grammar affects the understanding of the reader. There are many definitions of grammar from experts. According to Debata (Pradeep et al., 2013) grammar is an arrangement of words in a language in order to form a coherent and understandable word order. Grammar must be used according to the rules of the English language so that the message can be conveyed properly. The coherence of a word is important in communication because with it the speaker can interact well.

In communication, sentence structure is very important. Sentence structure is closely related to grammar which is a problem in linguistics that hinders students from speaking Alfaki (2015). Grammatical features will be an important aspect of assessment in learning. Therefore students must learn to use grammar to describe the past, present and future. Next, there is a scoring rubric from Brown (2001), to assess grammar based on Brown's speaking assessment.

**Table 2. 2**  
**Grammar Assessment by Brown (2001)**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very Poor	1	Errors in grammar are frequent, but the speaker use to dealing with foreigners trying to speak the language of the student.
Poor	2	Can usually manage simple constructions quite accurately, but does not have through and confident control of grammar.
Average	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
Good	4	Able to use the language accurately on all levels that is generally relevant to professional needs. Grammar mistakes are quite are.
Very Good	5	Equivalent to that of an educated native speaker.

Based on the grammar assessment table by Brown, there are 5 score classifications. A score of 5 means that the grammar skills in speaking are like native speakers. A score of 4 means that the grammar used in speaking is good but there are few errors. Score 3

means the level of grammatical accuracy used is good. Score 2 means the level of grammatical accuracy in speaking used is still lacking. A score of 1 means that there are still many errors in the use of grammar in speaking.

### 3) Vocabulary

One important aspect of language is vocabulary. According to a linguist Wilkins in Thornbury, (2002) states that vocabulary is an aspect that is no less important than grammar in a language. Comprehension is also influenced by the selection and mastery of vocabulary. No matter how good grammar mastery is, without mastered vocabulary, it will not form a good sentence. So it can be said that vocabulary is the smallest unit of language in the formation of language understanding.

According to Mofareh (2015), vocabulary is the number of words used in communication to convey ideas and ideas to others. Using the right vocabulary will produce sentences that are easy to understand. With vocabulary, you will be able to communicate well orally and not verbally. Therefore, vocabulary is an important thing to learn.

From the above opinions it can be concluded that vocabulary is a selection of words that are chosen and used in the formation of sentences in communication. In this study, vocabulary is an aspect

that is assessed in speaking. Assessment of vocabulary in speaking uses an assessment rubric according to Brown, (2001).

**Table 2. 3**  
**Vocabulary Assessment by Brown (2001)**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very Poor	1	Speaking vocabulary inadequate to express anything other than the most basic needs.
Poor	2	Has speaking vocabulary sufficient to express himself with some circumlocutions.
Average	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
Good	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
Very Good	5	Speech on all levels is fully accepted by educated native speakers in all its features including vocabulary and idioms, colloquialism and pertinent cultural references.

From the assessment rubric above, it can be concluded that a score of 5 has a variety of vocabulary variations and is like a native speaker. Score 4 has quite a lot of good vocabulary variations in speaking. A score of 3 means that the speaker of the language has a moderate vocabulary so that when speaking he has to remember the vocabulary first. Score 2 means that the speaker has less vocabulary so that in speaking there are obstacles in using vocabulary. And the last is a score of 1 which means the speaker shows that the vocabulary they have is inadequate in speaking a foreign language.

#### 4) Accuracy and Fluency

In speaking, the aspects of accuracy and fluency are two things that cannot be ignored. According to (Segalowitz, 2010) fluency is a cognitive accuracy in speaking that can be felt. The intended cognitive refers to the efficiency of speech production. Fluency can also be called proficiency, in language proficiency of course there are many things to pay attention to such as grammar, speaking accent and vocabulary. In other words, fluency also depends on one's oral skills and speaking speed.

Furthermore, the definition of accuracy according to Defeo (2020) is defined as suitability and acceptance in remembering a clear spoken word. With the aspect of receiving accuracy, it can affect the output of speaking. As with fluency, the aspects that need

to be considered in accuracy are grammar, vocabulary and accuracy. This aspect is important because if the speaker does not speak according to the original speaker it will cause misunderstandings.

It can be concluded that accuracy and fluency are fluency and fluency that affect the output in speaking by considering the connection between phrases, remembering the speaker's pronunciation and intonation without hesitation. In the aspect of speaking ability, accuracy and fluency are things that are assessed. Therefore, the assessment of accuracy and fluency is based on the assessment rubric according to (Brown, 2001).

**Table 2. 4**  
**Accuracy and Fluency Assessment by Brown**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very Poor	1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
Poor	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
Average	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.



Good	4	On all stages, able to communicate clearly in the language that are generally relevant to professional needs. With a high level of fluency, can participate in any conversation within the scope of this experience.
Very Good	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

From the table, a score of 5 means having the accuracy and fluency of a native speaker. A score of 4 means that the speaker has professional accuracy and fluency. A score of 3 means that the speaker has a level of accuracy and fluency in speaking with the average ability of native speakers. Score 2 means that the speaker shows that the speaker has poor accuracy and fluency in simple communication. A score of 1 means that the speaker has very poor accuracy and fluency in speaking, but in this case, Brown did not explain in detail.

#### **d. Problem in Speaking**

The problems in speaking are divided into two aspects. There are psychological aspects and language aspects.

##### **a. Psychological Problems**

Psychological problems are problems that interfere with mental health or emotional health. Disturbances in students' emotional will greatly affect speaking performance. According to Juhana (2012), there are several psychological factors that influence students' speaking.

a) Fear of Mistake

Many expert theories state that fear of being wrong is a very dominant factor for students in speaking a foreign language. According to Aftat (2008) in Juhana (2012) added that many students feel afraid of making mistakes due to negative evaluations and how to correct them. In addition, the assessment and reactions of other students are also the reasons students feel afraid. Thus, students' participation and motivation to speak becomes very low. Therefore, it is important for teachers to convince students that making mistakes is a very natural thing. Teachers are also considered to have to always motivate students in learning.

b) Shyness

An emotional embarrassment is a problem experienced by most students when speaking in class. Shyness is one of the students' speaking problems which greatly affects their speaking performance. According to Baldwin (2010) as cited in (Juhana, 2012) speaking in front

of people is one of the scary things and there is a sense of shame that makes the mind unsettled and then forgets what was going to be discussed. Realizing that shyness has a big impact on students' speaking performance, it is important to always provide motivation so students don't feel embarrassed.

c) Anxiety

Anxiety is a feeling of tension, nervousness and anxiety, this can be felt by students when speaking in English. According to Nilufa (2021) students' speaking performance can be affected by their anxiety. From this anxiety can affect the quality of students' speaking. With the high level of anxiety that students have will make students' speaking ability decrease. Therefore, teachers should give encouragement to students so that students are not anxious when speaking English.

d) Lack of Confidence

Lack of confidence usually occurs when students think that the other person is smarter. In this case it makes students feel inferior about their abilities and become silent or more passive in communicating. According to Nunan (1999) (as cited in Dakowska, 2013) argues that students who lack confidence in their English language skills will

experience communication anxiety. This proves that confidence in speaking especially a foreign language, namely English, is important and influences students' speaking ability. From this, what the teacher can do is to build students' confidence in speaking.

e) Lack of Motivation

In speaking, motivation is an important aspect in supporting speaking performance. Motivation is also an aspect that influences the assessment of speaking performance. According to Zua as cited in Juhana (2012) states that motivation is fuel from within. With motivation, students will be more enthusiastic in learning, especially in learning to speak English. So, motivation must be given repeatedly to students so they don't forget and stay excited. With this, the teacher should provide motivation to students in learning in class.

Of all the aspects above, speaking problems can be categorized because of low self-esteem. Self-esteem can be used to improve speaking ability because self-esteem has many aspects in it such as self-acceptance, self-knowledge, self-reliance, self-awareness, self-expression, self and others.

## b. Language Problem

There are many results of research conducted showing that there are still many students in Indonesia who have poor speaking skills. Even English students have not reached a good speaking level. Errors that are usually found in speaking are pronunciation, vocabulary, fluency and lack of interactive communication. From this explanation, the researcher took Penny Ur, (1996) theory, which is about language problems, namely inhibition, lack of topic knowledge, low participation and mother tongue.

### a) Inhibition

The feeling of embarrassment that arises from the attention of others to the students' speech. This is because students feel embarrassed if there are mistakes in speaking. Students tend to be worried and will think of bad criticism from the teacher or from other students.

### b) Nothing to Say

Silent about the topic to be discussed are familiar. According to Leong & Ahmadi (2017) students often experience obstacles when they want to say something, sometimes they are afraid of making mistakes, being criticized and inappropriate topics. Topic is the main thing in the occurrence of communication. If the topic chosen is foreign to know, students will be more silent. Students will

be confused about what to say, which vocabulary to choose and which grammar to use.

c) Low Participation

Every student in the class does not have the same opportunity to speak. In large groups such as classes students will get little chance to speak English. There is a possibility that some are dominating and others are just passive listeners. In addition, it is difficult for students to respond directly and spontaneously when the teacher speaks English, especially because of limited vocabulary. Therefore, the teacher must encourage students to be active in speaking.

d) Mother Tongue Use

The use of mother tongue is easier to do in communicating. The students still very often include their mother tongue in learning to speak English in class. The reason is that students are easier to communicate and more comfortable because the mother tongue has been learned by students since birth and is used in everyday life.

Language problems can also be found from other problems of vocabulary, comprehension, fluency and pronunciation problems, namely regarding inhibition, nothing to say, low participation, and the use of mother tongue. From the language problems found, the researchers concluded that students had language barriers due to a

lack of attention to psychological aspects and habits at home. Inhibition, nothing to say, and low participation due to lack of self-confidence and for the use of mother tongue due to language habits in the surrounding environment, especially the family.

## **2. Review on Students' Self-Esteem**

### **a. Definition of Self-Esteem**

Self-esteem is an attitude or self-view towards himself. According to Christopher J. Mruk (2013) self-esteem is a power that is created from within oneself which is likely to create interesting things. This can be either positive or negative. The level of self-esteem depends on how a person values' himself. From the opinion of these experts, it can be said that self-esteem is a form of appreciation for one's abilities. In this self-esteem also affects the emotional formation of a person.

Brown and Diner as cited in Passer and Smith (2007), "Self-esteem, how positive or negative we feel about ourselves, is a very important aspect of well-being, happiness, and personal adjustment." View of yourself as a whole is important in self-development. Self-esteem is sometimes ignored and taken for granted. High and low self-esteem depends on oneself. However, many students have a negative view of themselves.

The majority of students have a negative view of themselves. Brown (2007) argues that self-esteem is a view that is most attached and influential towards oneself. If students' negative views on their English language skills, then this will hinder them in learning a foreign language. It can also hinder the ability to speak. In speaking requires a confidence to support the success of speaking.

So, it can be concluded that self-esteem is one aspect of psychology in the form of a belief in an overall self-view about oneself, both negative and positive. This can also be said to be an evaluation of oneself. Such as positive or negative self-evaluation. Self-esteem can also describe a person's personal value. The level of self-esteem depends on a person's perspective on abilities and everything that is owned by oneself.

#### **b. The Concept of Self-Esteem**

Rosenberg stated that self-esteem is a form of self-image both positively and negatively. The form of a person's positive assessment influences the depiction that he is a valuable person. Conversely, people who have low self-esteem are people who do not respect themselves and consider themselves worthless. Self-esteem according to Siti Aisyah (2020) can be divided into several categories which are classified according to Branden in a book entitled *The Power of Self-esteem* as follows:



a) Low Self-esteem

Low self-esteem is a person who has excessive shyness and has low self-confidence. People who have low self-esteem usually have poor communication with their surroundings. This is because someone who has low self-esteem usually tends to shut himself up and feel that everything he does makes them uncomfortable and tends to feel insecure. Someone who has low self-esteem does not like to speak, especially in front of the class.

b) High Self-esteem

In this era, self-esteem is a psychological aspect that cannot be ignored. High self-esteem is a person who has high self-confidence and feels comfortable in various situations. People who have high self-esteem usually have good speaking skills. High self-esteem is more comfortable and can adapt well to the environment they have. A large organization will tend to accept someone with high self-esteem, this is because high self-esteem in a person can affect one's performance. People who respect themselves tend to be more all out in doing a job. It also affects the level of self-confidence, way of thinking and emotional regulation.

So, it can be concluded that low self-esteem and high self-esteem have two significant differences in daily activities. The formation of self-esteem depends on how self-assessments are made. A positive self-view will make everything better. However, if the view of yourself is already negative then it will have an unfavorable impact on self-worth.

**c. The Elements of Self-Esteem**

Overall self-assessment, whether positive or negative, namely the act of evaluating something and one's achievements, is caused by various elements present at the stage of life that has been passed. Recognizing the competence possessed by oneself can also be called self-esteem. In building self-esteem, other people cannot be a benchmark in forming self-esteem because everyone has a different character. According to Plummer (2005) in building healthy self-esteem there are seven elements which are show in the following table:

**Table 2. 5**  
**Elements of Self-Esteem Questionnaire by Plummer**  
**(2005)**

<b>Variable</b>	<b>Elements</b>
Self-Esteem	Self and Others
	Self-Acceptance
	Self-Reliance
	Self-Expression
	Self-Awareness

	Self Confidence
	Self-Knowledge

From the table above it is explained that there are seven elements in building healthy self-esteem. The seven elements include self and others, self-acceptance, self-reliance, self-expression, self-awareness, self-confidence, self-knowledge. The following below is an explanation of each element of self-esteem.

#### 1. Self and Others

In this element of self-esteem, self and other people are things that cannot be ignored. This is a form of self-understanding of emotions and relationships, including when working with other people, and being able to appreciate all points of view that other people have (Vago, 2017). This element also includes how you can develop other people's views of your own values. However, in this case tolerance and mutual respect for other people's views of oneself are needed. Self and others can develop self-identity as separate individuals in understanding a relationship separately.

#### 2. Self-Acceptance

Self-acceptance is a form of knowledge and acceptance of one's own strengths and weaknesses. Self-acceptance is very important in mental health (Carson & Langer, 2006). Having good

self-acceptance can make you more emotionally stable, including anger, so you can avoid depression.

### 3. Self-Reliance

Independence is a form of ability to rely on oneself. Being able to rely on yourself is a form of positive self-confidence (Bailey, 2003). With independence, students will be able to take care of themselves with their understanding of their own abilities. With independence we can monitor our own abilities, actions, thoughts and feelings so that we are more realistic about progress.

### 4. Self-Expression

Self-expression is an understanding of expressing what is felt in order to be able to communicate well with others. With self-expression can develop creativity in recognizing and showing how oneself.

### 5. Self-Awareness

Self-awareness is a form of self-assessment and understanding. Self-awareness is a development of self-ability to focus rather than being absorbed in negative thoughts. Self-awareness is important because with this we can know the mental, physical, and emotional changes in life and how to control them so that we can develop better.

### 6. Self Confidence

Self-confidence is a knowledge about our thoughts that the opinions, actions that we have value and have the right to express them. Confidence is very important in life because with good self-confidence an individual will be able to develop his abilities and talents with various methods and in any situation.

#### 7. Self-Knowledge

Self-knowledge is knowledge about yourself about whatever you are going to do and as a whole about yourself. It also includes awareness of one's feelings, attributes, motivations, and abilities.

#### **d. The Functions of Self-Esteem**

Assessment and view of the whole self is important. With a positive self-view will make a good person. Therefore, the importance and function of self-esteem is very important for students. According to Leary & Baumeister (2000) there are several functions of self-esteem that can be identified as follows:

##### 1. Well being and positive effect

Some experts argue that the search for self-esteem is related to well-being and positive influence (Lane et al., 2004). When self-esteem is positive, there will be many pleasant things. If the self-esteem seen by oneself is negative, then the person will experience discomfort and always feel threatened. This can be said by viewing oneself as a person who has high self-esteem, so students will have a high level of self-confidence and be

adaptable. This is certainly important in improving students' speaking abilities.

## 2. Success regulates emotions

Success regulates emotions by looking at yourself is always about independence, this will have a positive impact on controlling individual emotions. With high self-esteem will increase emotional regulation, so that low self-esteem will lead to avoidance.

## 3. Self Determination

Self-esteem actually arises from within oneself. Self-esteem arises when an individual performs a behavior independently without interference from other people, which reflects the innate and phenomenal core of the self (Batsiou et al., 2020). So that it can be said that someone who sees and feels that he is healthy and has high self-esteem will determine good self-determination. On the other hand, someone who sees himself as having low self-esteem will get worse, this is because in looking down on himself, the person will definitely take other people's judgment on him. The truth is that other people's views and self-views will be different.

### **3. Review on Parents' Educational Background**

#### **a. Definition of Parents**

Parents are father and mother or elders who are in the same environment as a child's growth. According to Aye et al., (2016) parents are people who interact with being around social life by creating and supporting the physical, cultural, mental and emotional development of each member. From this definition, parents have the initial and primary influence on the child. The influence of parents is not only in physical development but also in one's academic development.

Carr and Hussey in (Sultana & Binti Rosli, 2016) argue that parents have a great influence on children's social agents, especially in task orientation, intrinsic motivation and children's physical abilities. It can be interpreted that parents are the first education for a child. The role of parents in children's lives is one of the most important parts. Supported by Marley's opinion (Strathern, 2011) that parents are the basic point to explore origins and knowledge. From this definition, parents have a significant and major influence on children. The influence of parents is not only in physical development but also in one's academic development. Parental encouragement is also the main source of children's confidence in student achievement.

## **b. The Role of Parents in Students' Education**

According to Koskei (2014) states that the role of parents is a collaborative behavior of parents which includes father and mother in being responsible for their offspring as good role models in the form of moral, spiritual and emotional attitudes. It can be said that the role of parents is very broad in scope. Can include responsibility in various ways. The responsibilities of parents include educating, guiding, caring for children until they reach the stage of life where the child is ready for social life.

The role of parents in children's education according to Stainback and Susan as cited in Emi (2019) is divided into several things, namely as follows:

### **1. As a Motivator**

Motivation is something important. According to Edward L. Deci & Richard M. Ryan (2012) motivation is an impetus in taking an action. In every human being the first relationship that is established in life is the relationship with parents. So that the role of parents to build encouragement or motivation of children in doing something is very important. For children, motivation in good terms, such as learning motivation, must be instilled from an early age. In giving motivation there are also several important things. Many parents take the wrong step by motivating their



children by being scolded and given continuous statements until they are given irrational statements. Parents play a role in building motivation that will lead to the development of children's interpersonal skills and intelligence.

## 2. As a Model

In the growth period of course the child will experience a period of imitating. In the imitating period, children will imitate the words, attitudes and behavior of people around them, especially parents (Guadalupe et al., 2010). Children will imitate everything that is heard, seen, or given to them. This behavior is a form of imitation. In this case parents have an important and very influential role. This is because parents are the closest person a child has. Therefore parents must be positive so that children can imitate positive attitudes such as helping others, giving alms and good blessings. Not infrequently there are parents who give bad character to children.

## 3. As a Facilitator

According to Raftery et al., (2012) parents are the main facilitators for children with dominant involvement, and school is a collaboration that can be formed to create an environment that encourages children's academic success. Home is a place that makes a key contribution in children's

campaigns. If parents want to support children in obtaining good academics, parents must provide facilities so that children feel comfortable in learning. In addition, parents can also find out the learning modalities of children so that parents can know the needs of children and can provide facilities.

#### 4. As a Source Knowledge

Every parent has a way of raising and educating their children at home. Education owned by parents is the basis of knowledge in determining child care patterns (Gonida & Cortina, 2014). Knowledge can be obtained by children from many places, including parents. Time with parents is very dominant for children. Therefore, parents must be ready to become a source of knowledge for children. In this case parents must have extensive knowledge so that children's curiosity about something can be answered.

#### 5. As a Coordinator

In the academic formation of good students, facilities from parents are needed. Every facility can be a boomerang for students. Facilities may not necessarily be used by students as they should. Sometimes some students misuse the facilities that are used so that the facilities provided do not achieve the goals expected by parents (Emi, 2019).

Therefore, so that the facilities provided by parents can be in accordance with what is expected, parents act as child coordinators. With this coordination students can be supervised so that it will facilitate the student learning process and will not exacerbate student personality. By supervising, parents must also consider the feelings of students so that students do not feel bored and feel constrained.

### **c. Parents' Educational Background**

In this study, the parents' educational background discussed was regarding the last level of education taken by parents of students. Educational background is simply the last level that each individual has (Tri Suci, 2019). In Indonesia, it is stated in Law No. 20 of 2003 concerning the level of education that can be determined based on the level of development of students, the goals to be achieved and the abilities developed. Regarding the level of formal education contained in Law No. 20 of 2003 which divides the Education System of the Republic of Indonesia which is divided into three, namely elementary education, secondary education and higher education.

#### **1. Elementary Education**

Elementary education is the level of education that provides secondary education information (Vivien et al.,

2011). In Indonesia, basic education is the level of elementary school (SD) and madrasah ibtidaiyah (MI) or other equivalent terms and junior high school (SMP) or Madrasah Tsanawiyah (MTs) or other equivalent forms.

## 2. Secondary Education

Secondary education is the level of advanced education from basic education. In Indonesia, secondary education is divided into general and vocational schools. The secondary form of secondary education is in the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), Aliyah Vocational High School (SMK Aliyah) and other forms that are equivalent to high school.

## 3. Higher Education

Higher education is a continuation of secondary education. Higher education can take the form of academies, institutes, universities or polytechnics. Higher education is carried out by universities of academic excellence, commissioners of education, and the education profession. Higher education includes diploma, bachelor, master, specialist and doctoral education which are regulated by colleges.

From these three levels, it can be concluded that the educational background of parents in general can be divided into three levels, namely elementary education, secondary education and higher education. In this study the researcher focused on examining the last level taken by students' parents which could include elementary school, junior high school, high school or vocational high school, diploma, bachelor, master, specialist or doctorate.

## **B. Previous Related Studies**

Previous study aims to be useful in future research so that future research can benefit in providing clarity and limited understanding of information and making references for collecting relevant data for research. There are several researcher who have examined the correlation between parents' educational background and students' self-esteem toward speaking ability. Researcher found several relevant studies for this study:

1. Research from Rosyida (2016) entitled "Students' self-esteem in speaking ability" was carried out with fourth semester students at IAIN Raden Intan Lampung. The number of samples is thirty two students. In this study, researcher used close questionnaires, which totaled ten questionnaires and used the Rossenberg Self-Esteem Scale (RSES). Test is used to test speaking. After being tested and calculated using the Pearson model correlation with SPSS, a strong result was obtained between students' self-esteem and speaking ability. In this study the results showed that the

resulting value 0.761 ( $r = 0.761$ ). With the effect of self-esteem is 57.5% on speaking ability. The results of this study indicate that students have effect confidence in positive things from within themselves and expect more from what they have.

2. Research from Widya (2018) with the title “The correlation of parents’ level background and students’ English achievement (a descriptive study at eleventh grade students’ of SMK Negeri 1 Sungguminasa Gowa)” the number of samples used in this study was forty two students. This study uses a quantitative method with correlation techniques. Data collection uses a questionnaire based on parents’ level background and motivation and written in Indonesian language. In this study, the researcher found that there was no correlation between parents’ background level and students’ English achievement. This is shown by the low  $r_{xy}$  results, namely the results shown are  $r_{xy} = 0.291$ . From this study it was concluded that parents’ educational level had no effect on students’ English achievement.
3. With same topic, research from Andri Setyowati’s (2019) entitled “A study on the correlation between parents’ educational background and students’ self-esteem toward speaking ability among the eight grade students of MTs Sambirejo Sragen in the academic year 2018/2019” with population of all eighth grade students at MTs Sambirejo Sragen. The number of samples used was 60 students. The instruments used to collect data are tests and questionnaires. After the tests and questionnaires were carried out, the data obtained was processed using the Pearson Product Moment formula to find

out the results of the correlation between variables. Results  $r_{x_1x_2y}$ : 0.648. This indicates that  $r_{xy}$  is greater than  $r_{table}$  0,254. This mean that there is a positiv and significant correlation.From this study shows that there is a strong positive and significant correlation between parents' educational background and students' self-esteem on speaking ability.

4. Research by Bahrach Koosha et al., (2011) entitled "The effects of self-esteem, age, and gender on the speaking skills of intermediate university EFL learners" this study used a self-esteem questionnaire of 50 items. The participants came from students studying foreign languages at Azad Islamic University, Khorasgan branch. Using a research sample of twenty students. Researcher compared the effects of each variable, students experienced significant improvement in several variables. Through the results of the questionnaire given. The results of this study  $r = 0.726$ . The results of this study indicate that there is a significant correlation between self-esteem and gender on speaking skills. However, there is an inverse correlation between age and speaking skills. From this study it can be concluded that self-esteem and gender have an effect on speaking ability but age has no significant effect on students' speaking ability.

**Table 2. 6**  
**Similarities and differences between previous studies and this study**

<b>Name and Year</b>	<b>Title</b>	<b>Difference</b>	<b>Similarity</b>
Rosyida (2016)	Students' Self-esteem in	There are some differences between	There are similarities

	Speaking Ability	<p>this research and previous studies. The focus of previous research only included two variables, namely self-esteem and speaking ability, while this study included three variables, namely parents' educational background, students' self-esteem and speaking ability. This study used participants at the fourth semester level at IAIN Raden Intan Lampung while this study used tenth grade senior high school students at SMAN 1 Ceper. In this study the technique of collecting data using interviews, questionnaires and tests while this study only used</p>	<p>between previous research and this research. The previous equation and this study used quantitative research methods. There are two variables in the same scope, namely students' self-esteem and speaking ability.</p>
--	------------------	--	--



		questionnaires and tests. In the previous research, it focused more on finding the effectiveness of self-esteem on speaking ability, while this research focuses on proving the correlation with three variables.	
Widya (2018)	The Correlation of Parents' Level Background and Students' English Achievement (A Descriptive Study at Eleventh Grade Students' of SMK Negeri 1 Sungguminasa Gowa)	There are differences between the previous research and this research. First, previous studies only used two variables, namely parents' educational level background and English achievement, while this study used three correlations, namely parents' educational background, students' self-esteem and speaking ability. Second, previous research	Previous research and this research used quantitative research methods. Previous research and this study used a type of pearson product moment analysis.

		<p>only used data collection techniques using questionnaires, while this study used data collection techniques such as questionnaires to test self-esteem and parents' educational background and also used a test to test speaking ability.</p>	
Andri Setyowati (2019)	<p>A Study on the Correlation between Parents' Educational Background and Students' Self-Esteem toward Speaking Ability among the Eight Grade Students of MTs Sambirejo Sragen in the Academic</p>	<p>There are differences between previous research and this research. First, previous studies used case studies and correlations, while this study only used correlations. Second, previous studies used the 2013 curriculum, while this study used the latest curriculum with more active speaking</p>	<p>There are similarities between previous research and this research. First, previous research and this research used quantitative research methods. Previous research and this study used the same three variables, namely parents' educational background, students' self-</p>

	Year 2018/2019	applications, namely the “independence” curriculum. Third, previous studies used participants in the eighth grade in junior high schools and this study used participants in the tenth grade in senior high schools.	esteem and speaking ability.
Bahrach Koosha et al., (2011)	The Effects of Self-Esteem, Age, and Gender on the Speaking Skills of Intermediate University EFL Learners’	There are differences between previous research and this research. First, previous research used effects testing while this study used correlation testing. Second, this study focuses on the effects of self- esteem, age and gender on the speaking skills of foreign language students, while this study focuses on self-esteem and	There are similarities between previous research and this research. First, previous research and this research used quantitative research methods. Second, previous studies and this study used the same data collection techniques, namely tests and questionnaires.

		<p>parents' educational background which is linked to students' speaking abilities. Third, previous research only proved a significant correlation, while this study proved it by testing a positive and significant correlation in these three variables.</p>	
--	--	--	--

### C. Rationale

#### 1. The Correlation of Parents' Educational Background and Speaking Ability

Learning a foreign language is something that is not easy. This is because foreign languages are not used in everyday life and are not the mother tongue. In addition, there are many factors that influence the success of learning a foreign language. One of the factors that influence the success of a foreign language is parents, especially parents' educational background. According to Idris et al., (2020) parents' education can have a significant influence on a child's knowledge, skills, and values. In the family environment, especially at home, if parents take part in children's education while at home, the child will have a positive impact on the child's education.

This is because families, especially parents, have a great responsibility for children's education.

Based on the statement above, it can be said that parents are responsible and play an important role in education, including education to learn English as a foreign language. Support from parents in learning English is important. When there is support when children learn English at home, it will have a big impact on children's learning. Especially in improving speaking skills which are very important and not easy to master. The impact of parental education on the mastery of speaking ability is influential. In short, parents' educational background has a correlation with speaking ability. Correlation is an attempt to determine the relationship between two or more variables.

For this reason, there are results showing that parents' educational background is not always strongly correlated with speaking ability. The researcher is trying to prove whether in this study there is a positive and significant correlation between parents' educational background and speaking ability and find out what level of significance it is.

## 2. The Correlation of Students Self-Esteem and Speaking Ability

English as a foreign language is important to master. In mastering English as a foreign language, there are four skills that must be learned. The four skills that must be learned are speaking, writing, reading, and listening. Among the four skills, speaking is an ability that is often considered difficult by the majority of students.

Speaking is often a fear for some students. In mastering speaking ability there are several supporting factors, namely language factors and psychological factors. Sometimes many teachers do not consider psychological factors in developing speaking abilities. From the psychological side there are supporting factors for speaking, one of the important factors is student self-esteem. Self-esteem is a view of yourself as a whole, both positive and negative. According to Niki Maleki and Mohammed as cited in Navita (2016) states that students who have high self-esteem will be more successful than students who have low self-esteem, especially in oral communication tasks. It can be said that the impact of students who have higher self-esteem has a good impact on students' speaking abilities. In short, students' self-esteem has a correlation with speaking ability.

For this research reason, there are results which say that students' self-esteem is not always strongly correlated with speaking ability. Therefore the researcher conducted this research to prove that there is a positive and significant correlation between students' self-esteem and speaking ability.

### 3. The Correlation of Parents' Educational Background and Students Self-Esteem toward Speaking Ability

Parents' educational background and students' self-esteem shows the role in students' speaking abilities. Both of these variables have an influence on speaking ability. Parents' educational background shows the

influence on students' speaking abilities, especially when students are studying in the home environment and experience difficulties, so children will ask parents to develop students' speaking. Self-esteem shows an influence on speaking ability because with students having high self-esteem they will not be nervous in speaking anywhere with English as a foreign language.

From the statement above, the researcher will look for correlations between variables. Correlation is a way to find a correlation between two or more variables. In this study, researcher will try to show and prove that there is a positive and significant correlation between parents' educational background and students' self-esteem toward speaking ability.

#### **D. Hypothesis**

To determine the correlation between the three hypotheses variables used are as follows:

1. Ha: there is a positive and significant correlation between parents' educational background and speaking ability.

Ho: there is a negative and insignificant correlation between parents' educational background and speaking ability.

2. Ha: there is a positive and significant correlation between students' self-esteem and speaking ability.

Ho: there is a negative and insignificant correlation between students' self-esteem and speaking ability.

3. Ha: there is a positive and significant correlation between parents' educational background, students' self-esteem and speaking ability.

Ho: there is a negative and not significant correlation between parents' educational background, students' self-esteem and speaking ability.



## CHAPTER III

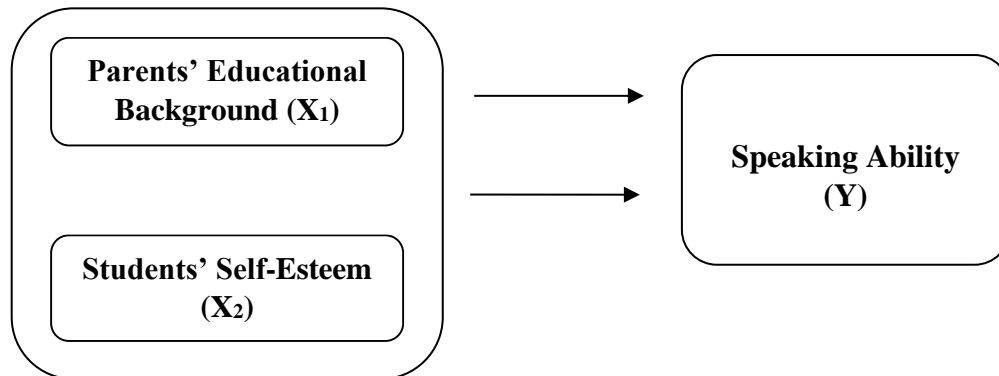
### RESEARCH METHODOLOGY

#### 3. Research Design

This research is to prove the correlation between variables and use quantitative research. This study proves the correlation between parents' educational background and students' self-esteem toward speaking ability at the tenth grade at SMAN 1 Ceper. Quantitative design in correlational research index results are a direction and a relationship strength of each (Ary et al., 2010). In this correlational study, the aim was to find a correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y).

According to Sugiyono (2011) variables are divided into two, namely dependent and independent variables. Independent variables can give effect or can also be called causative variables. While the dependent variable is a variable that is given influence or can also be called an influence variable. In this study parents' educational background and students' self-esteem are independent variables (X). The dependent variable in this study is speaking ability (Y). Correlational research contains data collection that is used to prove whether, and to what extent the relationship between two or more variables is to be measured. The following chart shows an overview of the correlation between the three variables.

**Table 3. 1**  
**The Chart of Design**



## **B. Research Setting**

### **1. Place of Research**

This research took place at SMA N 1 Ceper which located on Jl. Kajen, Kajen, Ceper District, Klaten Regency, Central Java. The researcher decided to look for schools that teach speaking and have students with various speaking abilities using the Merdeka curriculum application, and the diversity of speaking skills is very visible in each class. SMAN 1 Ceper meets the requirements.

### **2. Time of Research**

To do research at SMAN 1 Ceper, the researcher conducted the research in March. The research timeline can be seen as follows:

**Table 3. 2**  
**Time of Research**

No	Activities	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Observation	√								
2	Collecting the Data		√							
3	Chapter I			√						
4	Chapter II				√					
5	Chapter III						√			
6	Proposal of Thesis						√			
7	Analysis the Data							√	√	
8	Submitting the Document									√

### C. Population, Sampling and Sample

#### 1. Population

According to Shukla (2020), the population is the entire unit that has the characteristics of the variables studied. The population in this study were tenth grade students of SMAN 1 Ceper. In implementing this “*merdeka*” curriculum tenth graders were not categorized based on two subjects of natural sciences and social sciences as was the case with the 2013 curriculum.

Population in this research is all the tenth-grade students of SMAN 1 Ceper in academic year 2022/2023. There are seven classes at tenth grade students. Those classes are follows:

**Table 3. 3**  
**The population of tenth grade students**

<b>Number</b>	<b>Class</b>	<b>Table of students</b>
1	A	36
2	B	35
3	C	36
4	D	36
5	E	36
6	F	36
7	G	36
<b>Total</b>		<b>251</b>

## **2. Sampling**

The sub group of the population selected for use in the study is the meaning of the sample. Sampling requirements must be representative of the population. So that from taking the population of this study can be represented by the sample. In this study, researchers used probability sampling, namely cluster random sampling. According to Sugiyono (2016), probability sampling is that every member of the population has the same opportunity to be sampled in research.

According to Ary et al., (2010), cluster random sampling is a random sampling technique from a population consisting of several groups or clumps. Cluster Random Sampling is done by randomly selecting several population groups, in cluster sampling each cluster has the same opportunity to be the sample of this study. The sample determination step in this study was randomly selected using a spinner application consisting of classes A, C, D, E, F, and G. From the results of spinner, the results that came out were class C and D to be used as research samples. Class B is not used in research because it is used for try outs.

### **3. Sample**

According to Gay et al., (2009) quantitative research that examines a correlation requires at least thirty people as participants in the study. The sample consisted of 72 students. In this study, researchers used two classes, namely C and D to represent the population of all tenth grade students at SMAN 1 Ceper. So, the sample in this study met the research sampling requirements in the form of correlation.

### **D. Techniques of Collecting the Data**

This research in collecting data using questionnaires and tests. The researcher used a questionnaire to test parents' educational background and students' self-esteem. Researcher use tests to test students' speaking abilities.

## 1. Test

According to Rahman (2016), the test is a measurement tool that will show competence or not and determine a person's abilities and disabilities; the test can find out a person's scale in positions such as failed, passed, average, satisfactory, good, and very good. In this study, researcher will use oral test techniques to determine students' speaking abilities. This oral test is carried out by asking students to speak in dialogue in front of the class according to the topic given by the researcher. In this case, the test was carried out to test and find out the speaking ability of each student from the dialogue that was carried out. The researcher used Brown (2004) assessment guidelines to assess aspects of grammar, pronunciation, vocabulary, fluency and comprehension. The researcher has criteria for scoring scores in the speaking test, namely as follows:

**Table 3. 4**  
**Speaking test assessment criteria**

<b>Number</b>	<b>Aspect</b>	<b>Score</b>
1	Grammar	20
2	Comprehension	20
3	Vocabulary	20
4	Pronunciation	20
5	Fluency	20
<b>Total</b>		<b>100</b>

## 2. Questionnaire

According to Arikunto (2013) questionnaire is a written question that aims to obtain information from respondents about their knowledge or about their personality. In this study researcher used a questionnaire for data collection. The questionnaire conducted in this study was used to determine parents' educational background and students' self-esteem. The first questionnaire in this study was to find out parents' educational background. In this questionnaire using a closed questionnaire type. In this questionnaire students are only asked to choose the last education owned by each student's parents. Therefore, there will be two questionnaires, namely to find out the father's last education and the mother's last education. Each questionnaire for fathers and mothers has the same number of choices, namely nine choices according to Janke et al., (2017). Of the nine choices there is a score for each option, the following is the score given by the researcher for each option:

**Table 3. 5**  
**Symbols of mother's educational background level**

No	Mother's Educational Background	Symbol
1	SD/MI	6
2	SMP/MTs	9
3	SMK/SMA/MA	12
4	D1	13
5	D2	14
6	D3	15
7	S1	16

8	S2	18
9	S3	21

**Table 3. 6**  
**Symbols of father's educational background level**

No	Father's Educational Background	Symbol
1	SD/MI	6
2	SMP/MTs	9
3	SMK/SMA/MA	12
4	D1	13
5	D2	14
6	D3	15
7	S1	16
8	S2	18
9	S3	21

The researcher determines the score for each level of education based on the years taken at each level. For parents of students who have the last elementary school education (SD / MI) get a score of 6 because they have taken six years of elementary school. Junior high school has a score of 9 because it takes nine years to complete it. High school takes 12 years because it takes 12 years to complete. For D1 it takes thirteen years so the score is 13. D2 gets a score of 14 because it takes fourteen years to complete. For D3 got a score of 15 because it took fifteen years. For S1, the score is 16 because it takes sixteen years to complete. S2 takes eighteen years so the score is 18. Lastly for S3 it gets a score of 21 because taking it takes twenty-one years.



Second, for student self-esteem questionnaires, researcher used a questionnaire and the questionnaire used was a closed questionnaire. This is because the questionnaire provides several answers that students answer and students will only give a score to each question. The self-esteem question used by the examiner used a self-esteem question indicator from Plummer (2005). For questions on the self-esteem questionnaire, psychologists were also consulted. There are five choices for each question. Students only need to choose one option that is considered the most correct. For each question there is a score that has been determined by the researcher based on the *Likert scale* and the following table gives the score to the self-esteem questionnaire:

**Table 3. 7**  
**The Self-esteem score category**

Statement	Options				
	SA	A	N	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Description:

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

N : Neutral

## **E. Research Instrument**

Research instruments have many variations, so they must be designed according to the needs of researcher. According to Arikunto (2002) research instruments are devices that can be used by researcher to find out the results and get good results. The selection of the research instrument must be carried out in accordance with the form of the research being carried out. Research instruments can be in the form of tests, questionnaires, observations, and document analysis. In this study, because researcher looking for a correlation between three variables, namely parents' educational background, students' self-esteem and speaking ability, the research instrument used is a questionnaire and a test.

In this study, the test was used to determine students' speaking ability by saying simple sentences according to the topic that the researcher would give. For the questionnaire the researcher used to find out parents' educational background and students' self-esteem. For the parents' educational background questionnaire, it only contains two questions regarding the last education taken by the father and mother of the students. As for the self-esteem questionnaire using thirty questions by theory Plummer (2005). The 30 questions consist of five aspects, namely self-acceptance, self-knowledge, self and others, self-expression, and self-confidence. Student self-esteem scores obtained from the results of making a questionnaire.

**Table 3. 8**  
**Research instrument of students' self-esteem**

No	Self-esteem aspects	Question Number		
		(+)	(-)	Total
1	Self-acceptance	29, 30	1, 26, 27, 28	6
2	Self-knowledge	23, 24, 25	2, 20, 21, 22	7
3	Self and others	3, 17, 18, 19	14, 15, 16	7
4	Self-expression	4, 12, 13	9, 10, 11	6
5	Self-confidence	5, 7, 8	6	4
<b>Total</b>		<b>30</b>		

#### **F. Data Validation**

Quantitative research can be seen from the quality of its validity and reliability. Validity and reliability can show the feasibility of data to be analyzed further.

##### **a. Validity of the Instrument**

According to Ary et al., (2010) validity is an effort in determining the extent to which an instrument can measure what it claims to measure. Validity is a measuring device for what will be measured. In research, to measure data about parents' educational background and students' self-esteem using questions asked to seek validity. To find out the validity of the instrument on the data, the researcher used Pearson Product Moment with SPSS 24. The Pearson Product Moment test technique is by correlating the score of each item with the total score on each item.

In this study, the validity criterion of an item will be called valid if it is  $r_{\text{obtained}}$  that is greater than  $r_{\text{table}}$  ( $r_{\text{obtained}} > r_{\text{table}}$ ). And it is said to be invalid if  $r_{\text{obtained}}$  is less than  $r_{\text{table}}$  ( $r_{\text{obtained}} < r_{\text{table}}$ ).

**Table 3. 9**  
**Validity of Students' Self-Esteem**

<b>Item</b>	<b><math>r_{\text{obtained}}</math></b>	<b><math>r_{\text{table}}</math></b>	<b>Result</b>
1	0,600	0,365	Valid
2	0,617	0,365	Valid
3	0,499	0,365	Valid
4	0,323	0,365	Invalid
5	0,423	0,365	Valid
6	0,668	0,365	Valid
7	0,419	0,365	Valid
8	0,495	0,365	Valid
9	0,690	0,365	Valid
10	0,381	0,365	Valid
11	0,298	0,365	Invalid
12	0,452	0,365	Valid
13	0,602	0,365	Valid
14	0,485	0,365	Valid
15	0,331	0,365	Invalid
16	0,561	0,365	Valid
17	0,424	0,365	Valid
18	0,518	0,365	Valid
19	0,603	0,365	Valid
20	0,204	0,365	Invalid
21	0,316	0,365	Invalid
22	0,448	0,365	Valid

23	0,722	0,365	Valid
24	0,583	0,365	Valid
25	0,438	0,365	Valid
26	0,402	0,365	Valid
27	0,520	0,365	Valid
28	0,427	0,365	Valid
29	0,487	0,365	Valid
30	0,445	0,365	Valid

In the try-out self-esteem questionnaire, there are 30 questions. As in the table above, the researcher used  $r_{table}$  at  $\alpha = 0.5$  for  $N = 30$  and  $df (N - 2) = 28$ . It obtains the level of significance is 0.365. The test item is considered valid if the correlation coefficient is at least equal to the  $r_{table}$ . Then the researcher found an invalid instrument. There are 5 invalid items, namely numbers 4, 11, 15, 20, 21. This can happen because  $r_{obtained} < r_{table}$ . Then there are 25 valid items.

The validity of the parents' educational background instrument and the validity of the speaking test instrument in this study, the researcher used content that had gone through a review process and was determined from the material taught by the teacher, where the content of the instrument would be adjusted according to the material. Therefore, the researcher must adapt the contents of the instrument to the material based on the speaking indicators in the blue print. So, the speaking instrument and parents' educational background can be said to be valid.

b. Reliability of the Instrument

According to Carmines and Zeller as cited in Hamed Taherdoost & Lumpur (2016), reliability relates to a measurement of a phenomenon in order to produce a stable and consistent result associated with repetition. From this statement it can be said that reliability is the stability of a respondent in answering questions. In this study the reliability test for parents' educational background and students' self-esteem used Cronbach's Alpha with the help of SPSS 24. According to Sujarweni (2016) a questionnaire can be said to be reliable if it has a Cronbach's Alpha value  $> 0.6$ .

**Table 3. 10**  
**The Cronbach's alpha of Self-Esteem Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.796	30

**Table 3. 11**  
**The Cronbach's alpha of Parents' Educational Background Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.831	30

Based on the calculation of the reliability of the student self-esteem questionnaire using the Alpha Cronbach formula with the SPSS 24 program, it produces a calculation of 0.796. From these results it can be concluded that the instrument is reliable because it has a value of more than  $> 0.6$  ( $0.796 > 0.6$ ). Parents' educational background has the result of calculating the Cronbach's Alpha value of 0.831. from these calculations parents' educational background is reliable because it has a value of  $0.831 > 0.6$ .

To find out the reliability of the speaking test, the researcher used the principle of *interrater reliability*. According to Belur et al., (2021) interrater reliability is used to make an agreement between two or more people in assessing the ability of an individual. In knowing speaking ability using a speaking test, the researcher will use student dialogue in front of the class on the topic given by the researcher. The topics given are based on what students have learned so that students do not find it difficult to speak. In each dialogue in front of the class, two people who have good abilities in

English will be assessed. From the two scores given by the two assessors, the average speaking test score will be obtained.

### **G. Techniques of Analyzing the Data**

After the data collection process, the next step is the data analysis process. Data analysis was used to find out that there was a positive and significant correlation between parents' educational background and students' self-esteem toward speaking ability. In analyzing the data in this study, there are several tests that will be carried out.

#### **1. Analysis of unit**

According to Sugiyono (2015), in unit analysis there are modes, median, mean, range and standard deviation. In mode is an explanation technique based on popular values and often appears in groups. The median is an explanation using a technique based on the central value of group data arranged from low to high and vice versa. Next there is the mean, the mean is the average value obtained from the sum of all group members and then the number is divided according to the number of groups. Range is a technique in groups to determine the distance between the highest and lowest values in a data group, the technique used is to reduce the highest value to the lowest value. The latter is the standard deviation, the standard deviation is a calculation technique used to see the distribution of the mean in order to provide an overview of the distribution of the data to the average (Sugiyono, 2015).



## 2. Analyzing pre-requirement testing

Before knowing the correlation between parents' educational background and students' self-esteem toward speaking ability, it is necessary to do a pre-requirement testing analysis. In the analysis of pre-requirement testing includes normality and linearity tests.

### a. Normality test

The normality test aims to find out whether the samples taken from the population can be normally distributed or not (McBride et al., 2021). In this study, researcher tested normality using the Kolmogorov Smirnov formula which would be carried out using the SPSS 24 program. Determination of the normality of a sample can be known if the results of the significance shown are more than 0.05 or 5%.

### b. Linearity testing

In this study a linearity test was carried out because it aims to find out the independent variables, namely parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) and the dependent variable ( $Y$ ), namely the speaking ability involved in the study, has a linear relationship or not. The linearity test in this study will be processed using SPSS 24. The linearity test will use the F-test and linearity regression will use *linear regression* and carry out a regression significance test.

## 3. Hypothesis testing

The next step after conducting the pre-requirement test is hypothesis testing. For testing the hypothesis, the main step is to calculate the *Pearson Product Moment* using the SPSS 24 program. If *Pearson Product Moment* is formulated then as follows:

$$r_{XY} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$	= Correlation coefficient
N	= Number of participants
X	= The score of the independent variable
Y	= The score of the dependent variable
$\sum XY$	= The number of multiplications between the variables X and Y
$\sum X^2$	= The sum of the independent variable
$\sum Y^2$	= The sum of the dependent variable
$(\sum X)^2$	= The sum of values of X, then squared
$(\sum Y)^2$	= The sum of values of Y, then squared

After knowing the correlation results, interpret the correlation of the X and Y variables ( $r_{xy}$ ). Because in this study there are three variables, the hypothesis testing will be carried out three times. Variables used between  $X_1$  and Y,  $X_2$  and Y, using simple linear regression and Pearson correlation then  $X_1$ ,  $X_2$  and Y will be tested using multiple linear regression and Pearson correlation using the SPSS 24 software program. Pearson's correlation interpretation uses the following table to find out the results (Sugiyono, 2011):

**Table 3. 12**  
**Table of r Score Interpretation**

<b>No</b>	<b>Correlation Skor</b>	<b>Interpretation</b>
<b>1</b>	0,00 – 0,199	The correlation between variable X and Y is very weak. Can be interpreted there is no correlation.
<b>2</b>	0,20 – 0,399	There is little correlation or weak correlation between variable X and variable Y.
<b>3</b>	0,40 – 0,599	There is correlation between X and Y in the medium level.
<b>4</b>	0,60 – 0,799	There is high correlation between variable X and variable Y.
<b>5</b>	0,80 – 1,000	There is very high correlation between variable X and variable Y.

Researcher in conducting data analysis will use SPSS 24. SPSS is software that is very commonly used in quantitative educational research.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 3. Research Finding

##### 1. Data Description

###### a. Parents' Educational Background

In this study, the techniques collecting data for parents' educational background, researcher used a questionnaire. Data processing will be calculated using the SPSS 24 program, the calculated data from parents' educational background is shown in the following table:

**Table 4. 1**  
**The Data Statistic of Parents' Educational Background**

Statistics		
Parents' Educational Background		
N	Valid	72
	Missing	0
Mean		12.16
Median		12.00
Mode		12
Std. Deviation		3.051
Variance		9.309
Range		11
Minimum		6
Maximum		17

Sum	875.5
-----	-------

The statistical table above shows that the maximum score is 17 and the minimum score is 6. The mean score for parents' educational background is 12.16. The median score is 12.00. The mode score is 12. The standard deviation score is 3.051. The range score is 11. The variance score is 9.309 and the sum score is 875.5.

The frequency table for parents' educational background is shown in the table below:

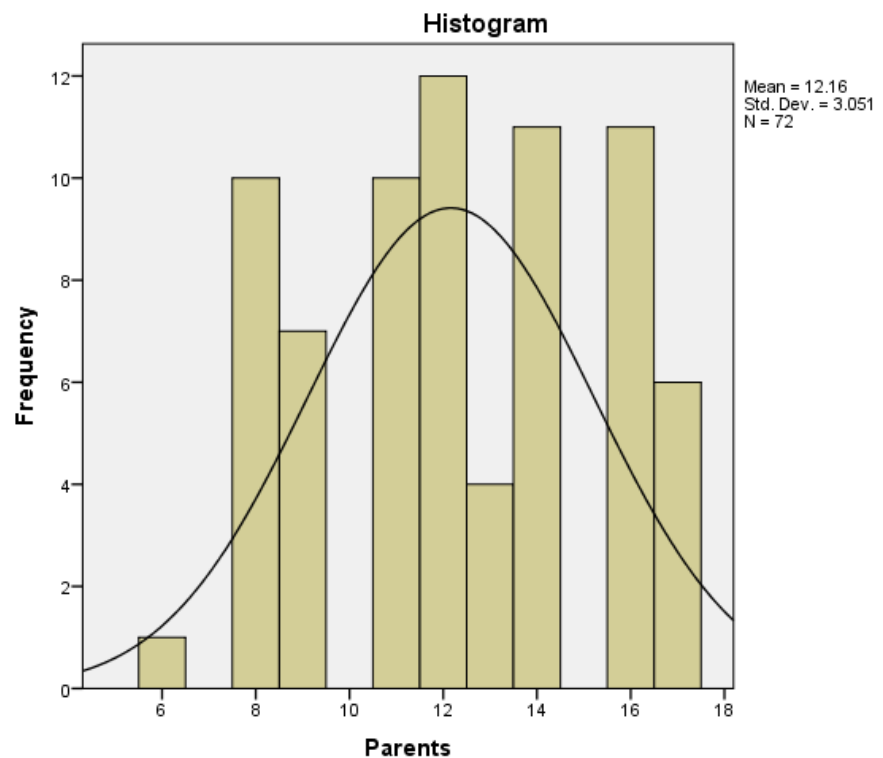
**Table 4. 2**  
**The Data Frequency of Parents' Educational Background**

		<b>Parents Educational Background</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.0	1	1.4	1.4	1.4
	7.5	6	8.3	8.3	9.7
	8.0	4	5.6	5.6	15.3
	9.0	7	9.7	9.7	25.0
	10.5	10	13.9	13.9	38.9
	12.0	12	16.7	16.7	55.6
	13.0	4	5.6	5.6	61.1
	13.5	4	5.6	5.6	66.7
	14.0	7	9.7	9.7	76.4
	15.5	3	4.2	4.2	80.6
	16.0	8	11.1	11.1	91.7
	17.0	6	8.3	8.3	100.0
Total		72	100.0	100.0	

From the frequency table above, there is 1 student who has a score of 6 (1,4%), there are 6 students with a score of 7.5 (8.3%), there are 4

students who have a score of 8 (5.6%), there are 7 students have a score of 9 (9.7%), there are 10 students who have a score of 10.5 (13.9%), there are 12 students who have a score of 12 (16.7%), there are 4 students who have a score of 13 (5.6%), there are 4 students who have a score of 13.5 (5.6%), there are 7 students who have a score of 14 (9.7%), there are 3 students who have a score of 15.5 (4.2%) , there were 8 students who had a score of 16 (11.1%), there were 6 students who had a score of 17 (8.3%).

**Table 4.3**  
**Histogram frequency of Parents' Educational Background**



The frequency of parents' educational background can be seen through the histogram above.

### b. Students' Self-Esteem

In this study, data collection techniques for self-esteem, researcher used a questionnaire. Data processing will be calculated using the SPSS 24 program, the calculated data from self-esteem is shown in the following table:

**Table 4. 4**  
**The Data Statistic of Self-Esteem**

Statistics		
Self-Esteem		
N	Valid	72
	Missing	0
Mean		130.22
Median		130.00
Mode		129
Std. Deviation		6.144
Variance		37.753
Range		27
Minimum		117
Maximum		144
Sum		9376

The statistical table above shows that the maximum score is 144 and the minimum score is 117. The mean score for self-esteem is 130.22. The median score is 130.00. The mode score is 129. The standard

deviation score is 6.144. The range score is 27. The variance score is 37.753 and the sum score is 9376.

**Table 4. 5**  
**The Data Frequency of Self-Esteem**

Self-Esteem					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117	1	1.4	1.4	1.4
	119	1	1.4	1.4	2.8
	121	4	5.6	5.6	8.3
	122	2	2.8	2.8	11.1
	123	2	2.8	2.8	13.9
	124	3	4.2	4.2	18.1
	125	4	5.6	5.6	23.6
	126	5	6.9	6.9	30.6
	127	3	4.2	4.2	34.7
	128	1	1.4	1.4	36.1
	129	9	12.5	12.5	48.6
	130	6	8.3	8.3	56.9
	131	5	6.9	6.9	63.9
	132	3	4.2	4.2	68.1
	133	1	1.4	1.4	69.4
	134	2	2.8	2.8	72.2
	135	3	4.2	4.2	76.4
136	4	5.6	5.6	81.9	

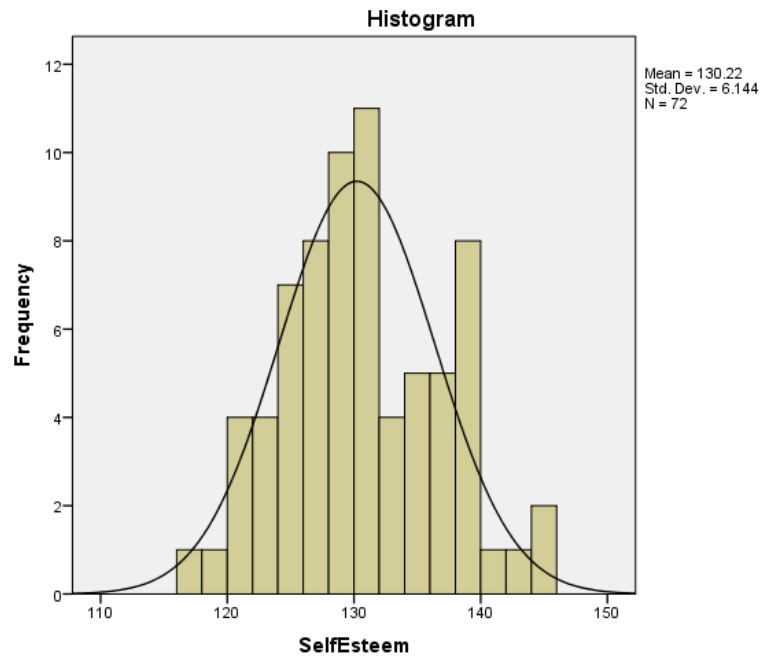


	137	1	1.4	1.4	83.3
	138	7	9.7	9.7	93.1
	139	1	1.4	1.4	94.4
	140	1	1.4	1.4	95.8
	143	1	1.4	1.4	97.2
	144	2	2.8	2.8	100.0
	Tot al	72	100.0	100.0	

From the frequency table above, there is 1 student who has a score of 117 (1.4%), there are 1 students with a score of 119 (1.4%), there are 4 students who have a score of 121 (5.6%), there are 2 students have a score of 122 (2.8%), there are 2 students have a score of 123 (2.8%), there are 3 students who have a score of 124 (4.2%), there are 4 students who have a score of 125 (5.6%), there are 5 students who have a score of 126 (6.9%), there are 3 students who have a score of 127 (4.2%), there is 1 student who has a score of 128 (1.4%), there are 9 students who have a score of 129 (12.5%), there are 6 students who have a score of 130 (8.3%) , there were 5 students who had a score of 131 (6.9%), there are 3 students who have a score of 132 (4.2%), there is 1 student who has a score of 133 (1.4%), there are 2 students who have a score of 134 (2.8%), there are 3 students who have a score of 135 (4.2%), there are 4 students who have a score of 136 (5.6%), there is 1 student who has a score of 137 (1.4%), there are 7 students who have a score of 138 (9.7%), there is 1 student who has a score of 139 (1.4%), there is 1

student who has a score of 140 (1.4%), there is 1 student who has a score of 143 (1.4%), there were 2 students who had a score of 17 (2.8%).

**Table 4. 6**  
**Histogram frequency of Self-Esteem**



The frequency of students' self-esteem can be seen through the histogram above.

### c. Speaking Ability

In this study, data collection techniques for students' speaking abilities were used by researcher using test. The test was carried out using expression intention material which was assessed by two assessors who took the average. Data processing will be calculated using the SPSS 24 program, the calculation data from students' speaking ability is shown in the following table:

**Table 4. 7**  
**The Data Frequency of Speaking Ability**

Statistics		
Speaking Ability		
N	Valid	72
	Missing	0
Mean		71.83
Median		72.00
Mode		72
Std. Deviation		5.323
Variance		28.338
Range		21
Minimum		59
Maximum		80
Sum		5172

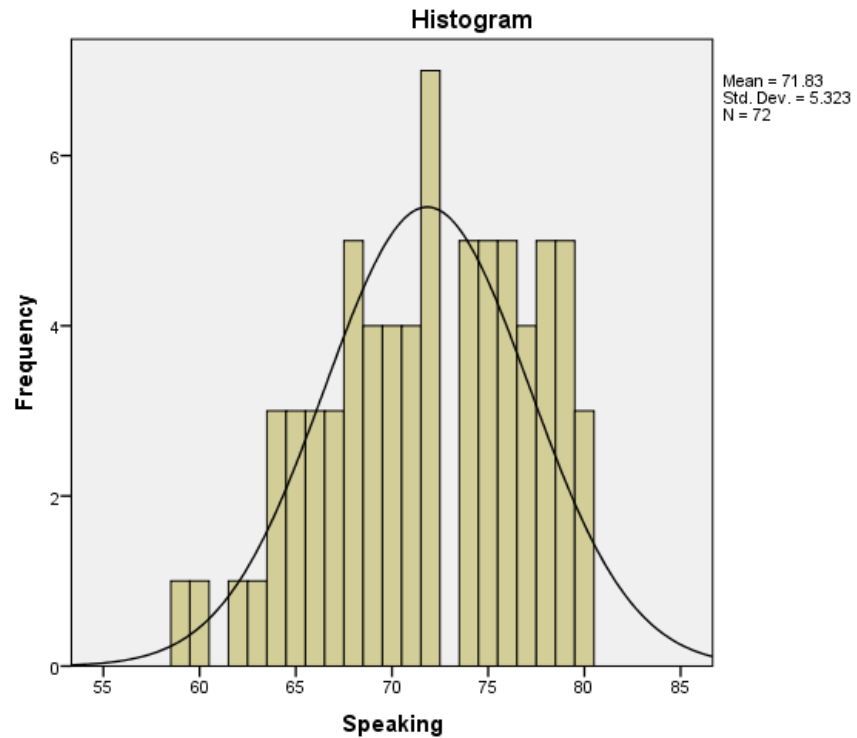
The statistical table above shows that the maximum score is 80 and the minimum score is 59. The mean score for speaking ability is 71.83. The median score is 72.00. The mode score is 72. The standard deviation score is 5.323. The range score is 21. The variance score is 28.338 and the sum score is 5172.

**Table 4. 8**  
**The Data Frequency of Speaking Ability**

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	1.4	1.4	1.4
	60	1	1.4	1.4	2.8
	62	1	1.4	1.4	4.2
	63	1	1.4	1.4	5.6
	64	3	4.2	4.2	9.7
	65	3	4.2	4.2	13.9
	66	3	4.2	4.2	18.1
	67	3	4.2	4.2	22.2
	68	5	6.9	6.9	29.2
	69	4	5.6	5.6	34.7
	70	4	5.6	5.6	40.3
	71	4	5.6	5.6	45.8
	72	7	9.7	9.7	55.6
	74	5	6.9	6.9	62.5
	75	5	6.9	6.9	69.4
	76	5	6.9	6.9	76.4
	77	4	5.6	5.6	81.9
	78	5	6.9	6.9	88.9
	79	5	6.9	6.9	95.8
	80	3	4.2	4.2	100.0
	<b>Total</b>	<b>72</b>	<b>100.0</b>	<b>100.0</b>	

From the frequency table above, there is 1 student who has a score of 59 (1.4%), there is 1 student with a score of 60 (1.4%), there is 1 student who has a score of 62 (1.4%), there is 1 student who has a score of 63 (1.4%), there are 3 students who have a score of 64 (4.2%), there are 3 students who have a score of 65 (4.2%), there are 3 students who have a score of 66 (4.2%), there are 3 students who have a score of 67 (4.2%), there are 5 students who have a score of 68 (6.9%), there are 4 students who have a score of 69 (5.6%), there are 4 students who have a score of 70 (5.6%), there are 4 students who have a score of 71 (5.6%), there are 7 students who have a score of 72 (9.7%), there are 5 students who have a score of 74 (6.9%), there are 5 students who have a score of 75 (6.9%), there are 5 students who have a score of 76 (6.9%), there are 4 students who have a score of 77 (5.6%), there are 5 students who have a score of 78 (6.9%), there are 5 students who have a score of 79 (6.9%), there are 3 students who have a score of 80 (4.2%).

**Table 4.9**  
**Histogram frequency of Speaking Ability**



The frequency of speaking ability can be seen through the histogram above.

## 2. Data Analysis

### a. Normality Testing

The normality test in this study is used to determine whether the data is normally distributed or not. In this study the normality test was carried out on three variables, namely parents' educational background, students' self-esteem, and speaking ability. In this study, researcher used the *Kolmogorov-Smirnov* with the help of the SPSS 24 program. The following are the normality test results which can be seen in the table below:

**Table 4. 10**  
**The Data Normality Testing**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Parents	.100	72	.073	.948	72	.005
Self-Esteem	.089	72	.200*	.980	72	.324
Speaking	.102	72	.059	.963	72	.034

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the calculation results which can be seen in table 4.10 shows three computed results. First, table 4.10 shows  $N = 72$  at the significant level for the parents' educational background which is 0.073. From the results of the significant level shown in the table and according to the rules previously determined, if the significance value is higher than the significance value of 5% or 0.05 then the data can be categorized as normally distributed data. In the calculation results with the SPSS 24 program in this study, the results of the normality test were higher than the significant value of 0.05 ( $0.073 > 0.05$ ). It was concluded that the data from parents' educational background is normal.

Second, table 4.10 shows the significant level of students' self-esteem is 0.200. From the results of the significant level shown in the table and according to the rules previously determined, if the

significance value is higher than the significance value of 5% or 0.05 then the data can be categorized as normally distributed data. In the results of calculations with the SPSS 24 program in this study, the normality test results were higher than the significant value of 0.05 ( $0.200 > 0.05$ ). It was concluded that the data from students' self-esteem is normally distributed.

Third, table 4.10 shows the significant level of the speaking ability part as the dependent variable (Y) is 0.059. From the results of the significant level shown in the table and according to the rules previously determined, if the significance value is higher than the significance value of 5% or 0.05 then the data can be categorized as normally distributed data. In the results of calculations with the SPSS 24 program in this study, the normality test results were higher than the significant value of 0.05 ( $0.059 > 0.05$ ). It is concluded that the data from speaking ability is normally distributed.

#### **b. Linearity Testing**

In this study the function of the linearity test was to determine whether the variables X and Y showed a linear relationship or not. In this linearity test, two calculations will be carried out with the SPSS 24 program, namely knowing the linearity of parents' educational background ( $X_1$ ) with speaking ability (Y) and knowing students' self-esteem linearity ( $X_2$ ) with speaking ability (Y). The linearity test will be calculated using the F-test.



- 1) Linearity test from parents' educational background ( $X_1$ ) toward speaking ability (Y)

The results of calculating linearity between parents' educational background ( $X_1$ ) toward speaking ability (Y) can be seen in table 4.11 below:

**Table 4. 11**  
**The linearity testing ( $X_1$ ) and (Y)**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Parents	Between Groups	(Combined)	178.213	11	16.201	2.530	.007
		Linearity	9.948	1	9.948	8.325	.050
		Deviation from Linearity	168.265	10	16.827	.551	.847
	Within Groups		1833.78 7	60	30.563		
	Total		2012.00 0	71			

From table 4.11 it can be concluded that the results of the linearity test between parents' educational background ( $X_1$ ) toward speaking ability (Y) with  $N = 72$  is 0.847. Decision making uses a significance value of 0.05. These results are  $0.847 > 0.05$  indicating that the data between parents' educational background ( $X_1$ ) toward speaking ability (Y) is linear.

- 2) Linearity test from self-esteem toward speaking ability

The results of linearity testing between students' self-esteem ( $X_2$ ) toward speaking ability (Y) can be seen in table 4.12 below:

**Table 4. 12**  
**The Linearity testing ( $X_2$ ) and (Y)**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Self-Esteem	Between Groups	(Combined)	752.430	23	32.714	1.247	.025
		Linearity	57.718	1	57.718	2.200	.045
		Deviation from Linearity	694.712	22	31.578	1.203	.289
	Within Groups		1259.570	48	26.241		
	Total		2012.000	71			

From table 4.12 it can be concluded that the results of the linearity test between students' self-esteem ( $X_2$ ) toward speaking ability (Y) with  $N = 72$  is 0.289. Decision making uses a significance value of 0.05. These results are  $0.289 > 0.05$  indicating that the data between self-esteem ( $X_2$ ) toward speaking ability (Y) is linear.

### c. Linearity of Regression

In this linear regression test using SPSS 24. Regression linearity test was used to measure the extent to which the influence of the independent variables and the dependent variable.

- 1) Regression parents' educational background ( $X_1$ ) and speaking ability (Y)

In this linear regression test, researcher used simple regression linearity using SPSS 24. Regression linearity test was used to measure the extent to which the influence of parents' educational background ( $X_1$ ) and speaking ability (Y).

**Table 4. 13**

**The regression of parents' educational background ( $X_1$ ) and speaking ability (Y)**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	67.239	0.955		70.383	.000	65.334	69.145
	parents	.065	.017	.421	3.884	.000	.031	.099

a. Dependent Variable: Speaking

From the formula equation  $Y = a + bX$ , namely  $Y = 67.239 + 0.65X$  it can be explained that if the parents' educational

background score ( $X_1$ ) is 0, then the predicted value of speaking ability is 67.239, This can also mean that if there is a 1% increase in parents' educational background, the value of parents' educational background will increase by 67.239. So, if the parents' educational background score is 12, it can be predicted that  $Y = 67.239 + 0.65 (12) = 75.039$ .

The table 4.13 above also shows the regression coefficient  $b = 67.239$  which indicates that the value of speaking ability is on each parent's educational background score. The regression coefficient is positive. This can be interpreted that the direction of influence of parents' educational background ( $X_1$ ) toward speaking ability ( $Y$ ) is **positive**.

## 2) Regression self-esteem ( $X_2$ ) and speaking ability ( $Y$ )

In this linear regression test, researcher used simple regression linearity using SPSS 24. Regression linearity test was used to measure the extent to which the influence of self-esteem ( $X_2$ ) and speaking ability ( $Y$ ).

**Table 4. 14**  
**The regression of self-esteem (X<sub>2</sub>) and**  
**speaking ability (Y)**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	52.491	18.583		2.825	.006	-22.762	25.002
	Self-Esteem	.673	.094	.922	19.983	.000	.606	.741

a. Dependent Variable: Speaking

From the formula equation  $Y = a + bX$ , namely  $Y = 52.491 + 0.673X$  it can be explained that if the self-esteem score (X<sub>2</sub>) is 0, then the predicted value of speaking ability is 52.491, This can also mean that if there is a 1% increase in parents' educational background, the value of self-esteem will increase by 52.491. So, if the students' self-esteem score is 136, it can be predicted that  $Y = 52.491 + 0.673 (136) = 144.019$ .

The table 4.14 above also shows the regression coefficient  $b = 52.491$  which indicates that the value of speaking ability is on each students' self-esteem score. The regression coefficient is positive. This can be interpreted that the direction of influence of students' self-esteem (X<sub>2</sub>) toward speaking ability (Y) is **positive**.

- 3) Regression parents' educational background ( $X_1$ ), self-esteem ( $X_2$ ), and, speaking ability (Y)

In this linear regression test, researcher used multiple linear regression using program SPSS 24. The regression linearity test was used to determine the direction and measure the extent to which parents' educational background ( $X_1$ ), self-esteem ( $X_2$ ) and, speaking ability (Y).

**Table 4. 15**  
**The regression of parents' educational background ( $X_1$ ), self-esteem ( $X_2$ ) and speaking ability (Y)**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	10.528	15.033		.304	.762	-11.569	8.512
	parents	.940	.239	.316	3.930	.000	.463	1.417
	Self-Esteem	.477	.059	.653	8.123	.000	.360	.594
a. Dependent Variable: Speaking								

From the formula equation  $Y = a + bX$ , namely  $Y = 10.528 + 0.940X_1 + 0.477X_2$  it can be explained that if the parents educational background score ( $X_1$ ) is 0 and self-esteem score ( $X_2$ ) is 0, then the predicted value of speaking ability is 10.528, This can also mean that if there is a 1% increase in parents' educational background, the value of self-esteem will increase

by 10.528. So, if the parents' educational background score is 14 and the students' self-esteem score is 105, it can be predicted that  $Y = 10.528 + 0.940 (14) + 0.477 (105) = 73.773$ .

The table 4.15 above also shows the regression coefficient  $b = 10.528$  which indicates that the value of speaking ability is in each addition of the parents' educational background ( $X_1$ ) score and students' self-esteem ( $X_2$ ) score. The regression coefficient is positive. This can be interpreted that the direction of influence of parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ) is **positive**.

#### **d. Significant of Regression**

The regression significance test in this study serves to determine the level of significance of each independent variable on the dependent variable using simple linear regression and using multiple linear regression.

- 1) The significant regression of parents' educational background ( $X_1$ ) and speaking ability ( $Y$ )

In the significant regression test between parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ) the researcher uses simple regression because it tests only two variables and is used to measure the significant level of parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ). From table 4.16 it can be seen the results of the

significant regression test between parents' educational background ( $X_1$ ) and speaking ability (Y).

**Table 4. 16**  
**The significant regression of parents' educational background and speaking ability**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	683.912	1	683.912	15.086	.000 <sup>b</sup>
	Residual	3173.366	70	45.334		
	Total	3857.278	71			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Parents

From table 4.16 above it can be seen that the results of the significant regression test on parents' educational background ( $X_1$ ) and speaking ability (Y) with  $N = 72$  is 15,086. The value of  $F_{table}$  for df 1 and 70 is 3.98. Because  $F_{obtained}$  is higher than  $F_{table}$  ( $15.086 > 3.98$ ) and the level of significance is  $\alpha = 0.05$  is 0.000 it can mean that regression is **significant**.



- 2) The significant regression of students' self-esteem ( $X_2$ ) and speaking ability (Y)

In the significant regression test between students' self-esteem ( $X_2$ ) and speaking ability (Y) the researcher uses simple regression because it tests only two variables and is used to measure the significant level of students' self-esteem ( $X_2$ ) and speaking ability (Y). From table 4.17 it can be seen the results of the significant regression test between students' self-esteem ( $X_2$ ) and speaking ability (Y).

**Table 4. 17**  
**The significant regression of self-esteem and speaking ability**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3281.933	1	3281.933	399.301	.000 <sup>b</sup>
	Residual	575.344	70	8.219		
	Total	3857.278	71			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Self-Esteem

From table 4.17 above it can be seen that the results of the significant regression test on students' self-esteem ( $X_2$ ) and speaking ability (Y) with  $N = 72$  is 399.301. The value of  $F_{table}$  for df 1 and 70 is 3.98. Because  $F_{obtained}$  is higher than

$F_{table}$  ( $399.301 > 3.98$ ) and the level of significance is  $\alpha = 0.05$  is  $0.000$  it can mean that regression is **significant**.

- 3) The significant regression of parents' educational background ( $X_1$ ), self-esteem ( $X_2$ ), and speaking ability ( $Y$ )
- In the significant regression test between parents' educational background ( $X_1$ ), students' self-esteem ( $X_2$ ) and speaking ability ( $Y$ ) the researcher uses multiple regression because it tests three variables and is used to measure the significant level of parents' educational background ( $X_1$ ), students' self-esteem ( $X_2$ ) and speaking ability ( $Y$ ). From table 4.18 it can be seen the results of the significant regression test between parents' educational background ( $X_1$ ), students' self-esteem ( $X_2$ ) and speaking ability ( $Y$ ).

**Table 4. 18**

**The significant regression of parents' educational background and students' self-esteem towards speaking ability**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3387.169	2	1693.585	248.575	.000 <sup>b</sup>
	Residual	470.109	69	6.813		
	Total	3857.278	71			
a. Dependent Variable: Speaking						
b. Predictors: (Constant), Self-Esteem, Parents						

From table 4.18 above it can be seen that the results of the significant regression test between parents' educational

background ( $X_1$ ), students' self-esteem ( $X_2$ ) and speaking ability ( $Y$ ) with  $N = 72$  is 248.575. The value of  $F_{table}$  for df 2 and 69 is 3.13. Because  $F_{obtained}$  is higher than  $F_{table}$  ( $248.575 > 3.13$ ) and the level of significance is  $\alpha = 0.05$  is 0.000 it can mean that regression is **significant**.

#### e. Hypothesis Testing

In this study, researcher have three hypotheses, each consisting of an alternative hypothesis ( $H_a$ ) and a null hypothesis ( $H_o$ ). In this study to test the hypothesis using regression and using Pearson correlation test and, use the Pearson correlation interpretation score.

- 1) First hypothesis between parents' educational background ( $X_1$ ) and speaking ability ( $Y$ )

In the first hypothesis, the researcher has the following assumptions in this study:

- a) If the calculation results yield ( $r_{obtained} > r_{table}$ )  $r_{obtained}$  is higher than  $r_{table}$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. And in the Pearson correlation test if  $r_{observed} > r_{table}$  then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.
- b) If the results of the calculation produce ( $r_{obtained} < r_{table}$ )  $r_{obtained}$  is lower than  $r_{table}$ , then the null hypothesis ( $H_o$ )

is accepted and the alternative hypothesis ( $H_a$ ) is rejected. And in the Pearson correlation test if  $r_{\text{observed}} < r_{\text{table}}$  then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

In the first hypothesis, the research shows that parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ) are positive and significant. To test the hypothesis, the researcher used the regression test with the help of the SPSS 24 program which can be seen in table 4.19 as follows:

**Table 4. 19**  
**The model summary of parents' educational background ( $X_1$ ) and speaking ability ( $Y$ )**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.873 <sup>a</sup>	.762	.758	3.62473	.762	223.582	1	70	.000

a. Predictors: (Constant), Parents

Based on table 4.19 above, the results of calculating the correlation between parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ) using simple regression linearity show a result of 0.873. For the correlation table ( $r_{\text{table}}$ ) with  $N = 72$ ,  $df (N-2) = 70$  with a significant level  $\alpha = 0.05$  is 0.231. This shows that  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.873 > 0.231$ ). This means that

there is a significant correlation between parents' educational background (X<sub>1</sub>) and speaking ability (Y), so the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted. The coefficient of determination in the table above shows the result between parents' educational background (X<sub>1</sub>) and speaking ability (Y) is 0.762. It can be concluded that 76.2% variation in speaking ability is influenced by parents' educational background and the remaining 23.8% is influenced by other factors.

**Table 4. 20**  
**The Results of Correlation Pearson Between Parents' educational Background (X<sub>1</sub>) and Speaking Ability (Y)**

<b>Correlations</b>			
		Parents	Speaking
Parents	Pearson Correlation	1	.873**
	Sig. (2-tailed)		.000
	N	72	72
Speaking	Pearson Correlation	.873**	1
	Sig. (2-tailed)	.000	
	N	72	72
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of calculating the correlation coefficient ( $r_{xy}$ ) between parents' educational background (X<sub>1</sub>) and speaking ability (Y) is 0.873 and the significance value is 0.000. It can be said to be significant if the significance value is less than 0.05

( $0.000 < 0.05$ ) so that parents' educational background ( $X_1$ ) and speaking ability (Y) are significant. Briefly on the Pearson correlation test the hypothesis is written as follows:

$$H_a = r_{\text{observed}} > r_{\text{table}}, \text{ accepted}$$

$$H_o = r_{\text{observed}} < r_{\text{table}}, \text{ accepted}$$

The calculation results in table 4.20 with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{\text{table}} = 0.231$ . Based on these calculations 0.873 is higher than 0.231 so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From these results it shows a result of 0.873 if the level of interpretation correlation is measured according to Sugiyono (2011), namely the correlation is at a very high level of correlation. So, the correlation between parents' educational background ( $X_1$ ) and speaking ability (Y) has a very high level of correlation.

From the calculations using simple linear regression and using the Pearson correlation test calculations, it shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From the two tests that have been done, it can be concluded that there is a significant and positive correlation between parents' educational background ( $X_1$ ) and speaking ability (Y).

2) Second hypothesis between students' self-esteem ( $X_2$ ) and speaking ability (Y)

In the second hypothesis, the researcher has the following assumptions in this study:

- a) If the calculation results yield ( $r_{\text{obtained}} > r_{\text{table}}$ )  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. And in the Pearson correlation test if  $r_{\text{observed}} > r_{\text{table}}$  then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.
- b) If the results of the calculation produce ( $r_{\text{obtained}} < r_{\text{table}}$ )  $r_{\text{obtained}}$  is lower than  $r_{\text{table}}$ , then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. And in the Pearson correlation test if  $r_{\text{observed}} < r_{\text{table}}$  then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

In the second hypothesis, the research shows that students' self-esteem ( $X_2$ ) and speaking ability (Y) are positive and significant. To test the hypothesis, the researcher used the regression test with the help of the SPSS 24 program which can be seen in table 4.20 as follows:

**Table 4. 21**  
**The model summary of self-esteem (X<sub>2</sub>) and speaking ability (Y)**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.922 <sup>a</sup>	.851	.849	2.86692	.851	399.301	1	70	.000
a. Predictors: (Constant), Self-Esteem									

Based on table 4.21 above, the results of calculating the correlation between students' self-esteem (X<sub>2</sub>) and speaking ability (Y) using simple regression linearity show a result of 0.922. For the correlation table ( $r_{table}$ ) with  $N = 72$ ,  $df (N-2) = 70$  with a significant level  $\alpha = 0.05$  is 0.231. This shows that  $r_{obtained}$  is higher than  $r_{table}$  ( $0.922 > 0.231$ ). This means that there is a significant correlation between students' self-esteem (X<sub>2</sub>) and speaking ability (Y), so the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted. The coefficient of determination in the table above shows the result between students' self-esteem (X<sub>2</sub>) and speaking ability (Y) is 0.851. It can be concluded that 85.1% variation in speaking ability is influenced by parents' educational background and the remaining 14.9% is influenced by other factors.



**Table 4. 22**  
**The Results of Correlation Pearson Between**  
**Students' Self-Esteem (X<sub>2</sub>) and Speaking Ability (Y)**

<b>Correlations</b>			
		Self-Esteem	Speaking
Self-Esteem	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	72	72
Speaking	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	72	72
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of calculating the correlation coefficient ( $r_{xy}$ ) between students' self-esteem ( $X_2$ ) and speaking ability (Y) is 0.922 and the significance value is 0.000. It can be said to be significant if the significance value is less than 0.05 ( $0.000 < 0.05$ ) so that students' self-esteem ( $X_2$ ) and speaking ability (Y) are significant. Briefly on the Pearson correlation test the hypothesis is written as follows:

$$H_a = r_{\text{observed}} > r_{\text{table}}, \text{ accepted}$$

$$H_o = r_{\text{observed}} < r_{\text{table}}, \text{ accepted}$$

The calculation results in table 4.22 with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{\text{table}} = 0.231$ . Based on these calculations 0.922 is higher than 0.231 ( $0.922 > 0.231$ ). So that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From these results it shows a result

of 0.922 if the level of interpretation correlation is measured according to Sugiyono (2011), namely the correlation is at a very high level of correlation. So, the correlation between students' self-esteem ( $X_2$ ) and speaking ability (Y) has a very high level of correlation.

From the calculations using simple linear regression and using the Pearson correlation test calculations, it shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From the two tests that have been done, it can be concluded that there is a significant and positive correlation between students' self-esteem ( $X_2$ ) and speaking ability (Y).

- 3) Third hypothesis between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability (Y)

In the last hypothesis, the researcher has the following assumptions in this study:

- a) If the calculation results yield ( $r_{\text{obtained}} > r_{\text{table}}$ )  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. And in the Pearson correlation test if  $r_{\text{observed}} > r_{\text{table}}$  then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

- b) If the results of the calculation produce ( $r_{\text{obtained}} < r_{\text{table}}$ )  $r_{\text{obtained}}$  is lower than  $r_{\text{table}}$ , then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. And in the Pearson correlation test if  $r_{\text{observed}} < r_{\text{table}}$  then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

In the last hypothesis, the research shows that parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ) are positive and significant. To test the hypothesis, the researcher used the regression test with the help of the SPSS 24 program which can be seen in table 4.21 as follows:

**Table 4. 23**  
**The model summary of parents' educational background (X1) and self-esteem (X2) towards speaking ability (Y)**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.937 <sup>a</sup>	.878	.875	2.61020	.878	248.575	2	69	.000

a. Predictors: (Constant), Self-Esteem, Parents

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3387.169	2	1693.585	248.575	.000 <sup>b</sup>

	Residual	470.109	69	6.813		
	Total	3857.278	71			
a. Dependent Variable: Speaking						
b. Predictors: (Constant), Self-Esteem, Parents						

Based on table 4.23 above, the results of calculating the correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ) using multiple regression linearity show a result of 0.937. For the correlation table ( $r_{table}$ ) with  $N = 72$  with a significant level  $\alpha = 0.05$  is 0.231. This shows that  $r_{obtained}$  is higher than  $r_{table}$  ( $0.937 > 0.231$ ). This means that there is a significant correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ), so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

To test the significance of  $R$ , researcher used the  $F_{test}$  from the calculation results, from the  $F_{obtained}$  table it was 248,575. The significant level used is  $= 0.05$  so that the  $F_{table}$  is 3.13. It can be interpreted that  $F_{obtained}$  is higher than  $F_{table}$  ( $248.575 > 3.13$ ). So that  $R$  is significant then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. The coefficient of determination in the table above shows the result between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ) is 0.878. It can be

concluded that 87.8% variation in speaking ability is influenced by parents' educational background and the remaining 12.2% is influenced by other factors.

**Table 4. 24**  
**The Results of Correlation Pearson Between Parents' Educational Background (X<sub>1</sub>) and Students' Self-Esteem (X<sub>2</sub>) toward Speaking Ability (Y)**

<b>Correlations</b>				
		Parents	Self-Esteem	Speaking
Parents	Pearson Correlation	1	.852**	.873**
	Sig. (2-tailed)		.000	.000
	N	72	72	72
Self-Esteem	Pearson Correlation	.852**	1	.922**
	Sig. (2-tailed)	.000		.000
	N	72	72	72
Speaking	Pearson Correlation	.873**	.922**	1
	Sig. (2-tailed)	.000	.000	
	N	72	72	72
**. Correlation is significant at the 0.01 level (2-tailed).				

The result of calculating the correlation coefficient ( $r_{xy}$ ) between parents' educational background (X<sub>1</sub>) and speaking ability (Y) is 0.873 and students' self-esteem (X<sub>2</sub>) and speaking ability (Y) is 0.922 and the significance value of both is 0.000. It can be said that both are significant if the significance value is less than 0.05 ( $0.000 < 0.05$ ) so that both are significant.

Briefly on the Pearson correlation test the hypothesis is written as follows:

$$H_a = r_{\text{observed}} > r_{\text{table}}, \text{ accepted}$$

$$H_o = r_{\text{observed}} < r_{\text{table}}, \text{ accepted}$$

The calculation results in table 4.24 with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{\text{table}} = 0.231$ . Based on the calculation between parents' educational background ( $X_1$ ) and speaking ability (Y), 0.873 is higher than 0.231, so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. And the calculation results in table 4.24 with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{\text{table}} = 0.231$ . Based on the calculation between self-esteem ( $X_2$ ) and speaking ability (Y) is 0.922 higher than 0.231 so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From these results it shows a result of parents' educational background has 0.873 and self-esteem has 0.922, if the level of interpretation correlation is measured according to Sugiyono (2011), namely the correlation is at a very high level of correlation. So, the correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y) at the tenth grade of SMAN 1 Ceper in academic year 2022/2023 has a very high level of correlation.

From the calculations using multiple linear regression and using the Pearson correlation test calculations, it shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. From the two tests that have been done, it can be concluded that there is a significant and positive correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability ( $Y$ ).

## **B. Discussion**

The researcher has analysed the data from the parents' educational background questionnaire and the students' self-esteem questionnaire as well as the speaking ability test at the tenth-grade students of SMAN 1 Ceper. The analysis in this study contained in the problem formulation is to determine the correlation between parents' educational background and students' self-esteem toward speaking ability at tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

This study has three variables, namely parents' educational background, students' self-esteem, and speaking ability. The independent variables are parents' educational background and students' self-esteem. While the dependent variable is speaking ability. On parents' educational background data obtained from a questionnaire with a total of two questions answered by 72 respondents in tenth grade at SMAN 1 Ceper had a minimum data of 6, a maximum of 17, and the median was 12. In students' self-esteem data obtained from a questionnaire with a total Thirty questions answered by 72 respondents in tenth grade at SMAN 1 Ceper

have a minimum data of 117, a maximum of 144, and the median is 130. The speaking ability data is obtained from a test conducted in dialogue with the topic of expression of intention carried out by 72 respondents in class ten in SMAN 1 Ceper has a minimum data of 59, a maximum of 80, and the median is 72.

Before testing the hypothesis, the researcher tested normality, linearity and tested the significance level using regression. The results of this show that the data is normally distributed, has linear regression and is significant. With these results the researcher continued the hypothesis using the Pearson correlation test and linear regression test.

The results of the first hypothesis test conducted by the researcher showed that there was a positive and significant correlation between parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.873 > 0.231$ ). The coefficient of determination in the table above shows the result between parents' educational background ( $X_1$ ) and speaking ability ( $Y$ ) is 0.762. It can be concluded that 76.2% variation in speaking ability is influenced by parents' educational background and the remaining 23.8% is influenced by other factors. And in the Pearson correlation test it shows that the account is higher than stable ( $0.873 > 0.231$ ). The two significant test results are 0.000. This shows significance because the results show less than a significant value of 0.05 ( $0.000 < 0.05$ ). From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in parents' educational background and speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.



The results of the first hypothesis are supported by the theory from Currie & Goodman (2019), parents who have high social and educational status will affect children's education including mental and physical health and parenting style provided. This theory supports the results of the first hypothesis that there is a positive and significant correlation between parents' educational background and speaking ability. The similarity is that parents who have a high background will have better parenting styles and will have an impact on children's education, especially on children's speaking abilities.

The results of the second hypothesis test conducted by the researcher showed that there was a positive and significant correlation between students' self-esteem ( $X_2$ ) and speaking ability (Y). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.922 > 0.231$ ). The coefficient of determination in the table above shows the result between students' self-esteem ( $X_2$ ) and speaking ability (Y) is 0.851. It can be concluded that 85.1% variation in speaking ability is influenced by parents' educational background and the remaining 14.9% is influenced by other factors. And in the Pearson correlation test it shows that the account is higher than stable ( $0.922 > 0.231$ ). The two significant test results are 0.000. This shows significance because the results show less than a significant value of 0.05 ( $0.000 < 0.05$ ). From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in students' self-esteem and speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

The results of the second hypothesis are supported by the theory from Rubio (2021), the success factor of students in oral communication is the self-esteem that each student has. The theoretical equation with the results of the hypothesis is that students who have high self-esteem will have good speaking abilities compared to the speaking abilities of students who have low self-esteem. This is because students who have high self-esteem will have higher scores because these students will have better self-confidence than students who have low self-esteem. So it can be said that the theory supports the results of the second hypothesis that there is a positive and significant correlation between students' self-esteem and speaking ability.

The results of the third hypothesis test conducted by the researcher showed that there was a positive and significant correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability ( $Y$ ). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.937 > 0.231$ ). To test the significance of  $R$ , researcher used the  $F_{\text{test}}$  from the calculation results, from the  $F_{\text{obtained}}$  table it was 248,575. The significant level used is  $\alpha = 0.05$  so that the  $F_{\text{table}}$  is 3.13. It can be interpreted that  $F_{\text{obtained}}$  is higher than  $F_{\text{table}}$  ( $248.575 > 3.13$ ). So that  $R$  is significant then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. The coefficient of determination in the table above shows the result between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards speaking ability ( $Y$ ) is 0.878. It can be concluded that 87.8% variation in speaking ability is influenced by parents' educational background and the remaining 12.2% is influenced by other factors. And in the Pearson correlation test

it shows that the account is higher than stable ( $0.922 > 0.231$ ). In significance  $\alpha = 0.05$  is  $r_{table} = 0.231$ . Based on the calculation between parents' educational background ( $X_1$ ) and speaking ability (Y), 0.873 is higher than 0.231, so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. And the calculation results in table 4.24 with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{table} = 0.231$ . Based on the calculation between self-esteem ( $X_2$ ) and speaking ability (Y) is 0.922 higher than 0.231 so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. From these results it shows a result of parents' educational background has 0.873 and self-esteem has 0.922, if the level of Interpretation correlation is measured according to Sugiyono (2011), namely the correlation is at a very high level of correlation. So, the correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y) at the tenth grade of SMAN 1 Ceper in academic year 2022/2023 has a very high level of correlation. The two significant test results are 0.000. From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in parents' educational background and students' self-esteem toward speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

It can be assumed that there are two factors that can affect speaking ability, namely parents' educational background and students' self-esteem. This is because with higher parental education, the awareness and upbringing given to children is different so that children get support and motivation from parents in learning, especially in English speaking abilities and students' self-esteem is also very

important in students' speaking abilities because with an overall view of oneself positively or students who have high self-esteem will be more comfortable learning to communicate orally in a foreign language.

The meaning of the test results and the explanation above can be concluded that parents' educational background and self-esteem have benefits and an important role in students' speaking abilities. And from all the hypothetical tests, it can be concluded that there is a significant and positive correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability ( $Y$ ) at the tenth grade of SMAN 1 Ceper in the academic year 2022/ 2023.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 3. Conclusion

From the tests that have been carried out, the researcher describe the conclusions as follows:

First, the first hypothesis test showed that there was a positive and significant correlation between parents' educational background ( $X_1$ ) and speaking ability (Y). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.873 > 0.231$ ). The coefficient of determination in the table above shows the result between parents' educational background ( $X_1$ ) and speaking ability (Y) is 0.762. It can be concluded that 76.2% variation in speaking ability is influenced by parents' educational background and the remaining 23.8% is influenced by other factors. And in the Pearson correlation test it shows that the account is higher than stable ( $0.873 > 0.231$ ). The two significant test results are 0.000. This shows significance because the results show less than a significant value of 0.05 ( $0.000 < 0.05$ ). From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in parents' educational background and speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

Second, the second hypothesis test showed that there was a positive and significant correlation between students' self-esteem ( $X_2$ ) and speaking ability

(Y). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.922 > 0.231$ ). The coefficient of determination in the table above shows the result between students' self-esteem ( $X_2$ ) and speaking ability (Y) is 0.851. It can be concluded that 85.1% variation in speaking ability is influenced by parents' educational background and the remaining 14.9% is influenced by other factors. And in the Pearson correlation test it shows that the account is higher than stable ( $0.922 > 0.231$ ). The two significant test results are 0.000. This shows significance because the results show less than a significant value of 0.05 ( $0.000 < 0.05$ ). From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in students' self-esteem and speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

Third, the third hypothesis test showed that there was a positive and significant correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y). This can be seen from the results of simple linear regression testing which shows that the  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.937 > 0.231$ ). To test the significance of R, researcher used the  $F_{\text{test}}$  from the calculation results, from the  $F_{\text{obtained}}$  table it was 248.575. The significant level used is = 0.05 so that the  $F_{\text{table}}$  is 3.13. It can be interpreted that  $F_{\text{obtained}}$  is higher than  $F_{\text{table}}$  ( $248.575 > 3.13$ ). So that R is significant then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. The coefficient of determination in the table above shows the result between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) towards

speaking ability (Y) is 0.878. It can be concluded that 87.8% variation in speaking ability is influenced by parents' educational background and the remaining 12.2% is influenced by other factors. And in the Pearson correlation test it shows that the account is higher than stable ( $0.922 > 0.231$ ). In significance  $\alpha = 0.05$  is  $r_{table} = 0.231$ . Based on the calculation between parents' educational background ( $X_1$ ) and speaking ability (Y), 0.873 is higher than 0.231, so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. And the calculation results with  $N = 72$ ,  $df (N - 2) = 70$ . In significance  $\alpha = 0.05$  is  $r_{table} = 0.231$ . Based on the calculation between self-esteem ( $X_2$ ) and speaking ability (Y) is 0.922 higher than 0.231 so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From these results it shows a result of parents' educational background has 0.873 and self-esteem has 0.922, if the level of interpretation correlation is measured according to Sugiyono (2011), namely the correlation is at a very high level of correlation. So, the correlation between parents' educational background ( $X_1$ ) and students' self-esteem ( $X_2$ ) toward speaking ability (Y) at the tenth grade of SMAN 1 Ceper in academic year 2022/2023 has a very high level of correlation. The two significant test results are 0.000. From the two tests carried out in the hypothesis, the results show that there is a positive and significant correlation in parents' educational background and students' self-esteem toward speaking ability at the tenth grade of SMAN 1 Ceper in the academic year 2022/2023.

## **B. Suggestions**

Based on the results of hypothesis testing, discussion and conclusions above, the researcher provides the following suggestions:

1) To English teachers

After knowing the results there is a correlation between parents' educational background and students' self-esteem toward speaking ability, the teacher can know the important role of student psychological factors and can know the approach needed to teach students. From the results of the hypothesis test, there is a positive and significant correlation between parents' educational background and students' self-esteem. It can be concluded that parents' educational background and students' self-esteem can be a factor that influences students' speaking abilities. So, teachers can improve teaching to improve speaking ability to help improve students' oral communication students can do their best.

2) To the Students

After knowing the results of the correlation test between parents' educational background and students' self-esteem on speaking ability, it is hoped that students can increase their knowledge in improving speaking skills and eliminating fear and developing a more positive view of themselves. So, that they can be more comfortable in learning English spoken communication. Students can increase their knowledge about the aspects that affect the ability to spot because there is a positive and significant relationship between the educational background of parents and



students' self-esteem. So that students' speaking ability must be improved and developed to create good communication in English.

3) To other researchers

For other researchers, this research is still far from good and perfect research. Therefore, the researcher hopes that other researchers can discuss and study the same topic in a better, complete, and more specific way. Hopefully this research can be used as a reference for researchers and further research.

## BIBLIOGRAPHY

- Aisyah, S. (2020). The Correlation Between Students' Self-Esteem and Students' Speaking Ability of Eleventh Grade at SMAN 7 Maros. *Thesis*.
- Andri, S. (2019). *A Study on Parents' Educational Background and Students' Self-Esteem toward Speaking Ability among the Eight Grade Students of MTS Sambirejo Sragen in Academic Year 2018/2019*. Institut Agama Islam Negeri Surakarta.
- Andriani, I. F., Muljanto, S., & Hamzah, A. (2019). Students' Perception on EFL Speaking Skills. *English Education and Applied Linguistics (EEAL) Journal*, 132(2).
- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta.
- Arikunto, S. (2013). *Procedure Penelitian: Suatu Pendekatan Praktik*. Asdi Mahasatya.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*. Cengage Learning.
- Bailey, J. A. (2003). The Foundation of Self-Esteem. *Journal of the National Medical Association*, 95(5).
- Batsiou, S., Bournoudi, S., Antoniou, P., & Tokmakidis, S. P. (2020). Self-Perception Self-Esteem Physical Activity and Sedentary Behavior of Primary Greek-School Students: A Pilot Study. *International Journal of Instruction*, 13(1). <https://doi.org/10.29333/IJI.2020.13118A>
- Belur, J., Tompson, L., Thornton, A., & Simon, M. (2021). Interrater Reliability in Systematic Review Methodology: Exploring Variation in Coder Decision-Making. *Sociological Methods and Research*, 50(2), 837–865. <https://doi.org/10.1177/0049124118799372>
- Brown. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy*.
- Brown, H. D. (2004). *Language Assessment : Principles and Classroom Practices*. Pearson/Longman.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
- Carson, S. H., & Langer, E. J. (2006). Mindfulness and Self-Acceptance. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 24(1), 29–43. <https://doi.org/10.1007/s10942-006-0022-5>

- Ceka, A., & Murati, R. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice*, 7(5), 61–64. [www.iiste.org](http://www.iiste.org)
- Currie, J., & Goodman, J. (2019). *Parental Socioeconomic Status, Child Health, and Human Capital*.
- Dakowska, M. (2013). Foreign Language Didactics Encounters Cognitive Science. *Second Language Learning and Teaching*, 7, 3–25. [https://doi.org/10.1007/978-3-642-23547-4\\_1](https://doi.org/10.1007/978-3-642-23547-4_1)
- Defito, K. (2020). *The Impact of Complexity, Accuracy and Fluency (CAF) on Comprehensibility and Perceived Fluency in The Case of L2-Greek: A Partial Replication Study*.
- Edward L. Deci, & Richard M. Ryan. (2012). *The Oxford Handbook of Human Motivation*. Oxford University Press.
- Emi. (2019). *The Influence of Parents' Role Toward The Students Achievement in Learning English ( A Descriptive Research At SMK Muhammadiyah 4 Tallo)*.
- Garg, S., & Archana, G. (2015). Learning English Can Change Your Life for the Better! *International Journal of English Language Literature and Humanities*, 3(2), 560–568.
- Gay, L., Mills, G. E., & Airasian, P. (2009). *Educational Research, Competencies for Analysis and Application*. Pearson Education.
- Gilakjani, A. P., & Sabouri, N. B. (2016). How Can EFL Teachers Help EFL Learners Improve Their English Pronunciation? *Journal of Language Teaching and Research*, 7(5), 967–972. <https://doi.org/10.17507/jltr.0705.18>
- Gonida, E. N., & Cortina, K. S. (2014). Parental Involvement in Homework: Relations with Parent and Student Achievement-Related Motivational Beliefs and Achievement. *British Journal of Educational Psychology*, 84(3), 376–396. <https://doi.org/10.1111/bjep.12039>
- Guadalupe, M., Kuzmina, O., & Thomas, C. (2010). Innovation and Foreign Ownership. *National Bureau of Economic Research*. <http://www.nber.org/papers/w16573>
- Ibrahim, M. A. (2015). University Students' English Writing Problems: Diagnosis and Remedy. *International Journal of English Language Teaching*, 3(3).
- Idris, M., Hussain, S., & Ahmad, N. (2020). Relationship between Parents' Education and their children's Academic Achievement. *Journal of Arts and Social Sciences*, 7(2), 2020.
- Janke, S., Rudert, S. C., Marksteiner, T., & Dickhäuser, O. (2017). Knowing One's Place: Parental Educational Background Influences Social Identification With

- Academia, Test Anxiety, and Satisfaction With Studying at University. *Frontiers in Psychology*, 8(AUG). <https://doi.org/10.3389/fpsyg.2017.01326>
- Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South). *Journal of Education and Practice*, 3(12), 100–110. [www.iiste.org](http://www.iiste.org)
- Konuşma, Ö., Geliştirilmesi, B., Bir, İ., Gülten Koşar, Y., & Bedir, H. (2014). Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skills. *International Journal of Language Academy*, 12(26), 12–26.
- Koosha, B., Ketabi, S., & Kassaian, Z. (2011). The Effects of Self-Esteem, Age and Gender on The Speaking Skills of Intermediate University EFL learners. *Theory and Practice in Language Studies*, 1(10), 1328–1337. <https://doi.org/10.4304/tpls.1.10.1328-1337>
- Koskei, B. K. (2014). Influence of Parental Involvement on Students' Academic Performance of Public Mixed Day Secondary Schools in Kuresoi Sub-County, Nakuru County, Kenya. *International Journal of Education and Research*, 2(12). [www.ijern.com](http://www.ijern.com)
- Lane, J., Lane, A. M., Kyprianou, A., Hinsz, V., & Shepperd, J. (2004). Self-Efficacy, Self-Eesteem and Their Impact on Aacademic Performance. *Social Behavior and Personality*, 32(3), 247–256.
- Lasi, F. (2020). A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 426–437. <https://doi.org/10.30605/25409190.222>
- Leary, M. R., & Baumeister, R. F. (2000). The Nature and Function of Self-Esteem: Sociometer Theory. *Advances in Experimental Social Psychology*, 32, 1–62. [https://doi.org/10.1016/s0065-2601\(00\)80003-9](https://doi.org/10.1016/s0065-2601(00)80003-9)
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lestari, T. S. (2019). *The Correlation Between Parents' Educational Background and Students' Motivation in Learning English of Vocational High School Muhammadiyah 2 Pekanbaru*.
- Marzulina, L., Lingga Pitaloka, N., Holandyah, M., Erlina, D., & Lestari, T. (2018). Looking at the Link between Parents' Educational Backgrounds and Students' English Achievement. *Indonesian Research Journal in Education*, 2(1), 51–60.
- McBride, E., Marlow, L. A. V., Bennett, K. F., Stearns, S., & Waller, J. (2021). Exploring Reasons for Variations in Anxiety after Testing Positive for Human

- Papillomavirus with Normal Cytology: A Comparative Qualitative Study. *Psycho-Oncology*, 30(1), 84–92. <https://doi.org/10.1002/pon.5540>
- Mofareh, A. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Mruk, C. J. (2013). *Self-Esteem Research, Theory, and Practice Toward a Positive Psychology of Self-Esteem* (3rd ed.). Springer Publishing Company.
- Navita. (2016). Role of Self-Esteem in Speaking Skills in Adolescent Learners. *Research Journal of English Language and Literature (RJELAL)*, 4(4). <http://www.rjelal.com>;
- Nchedo, E. A. et. al. (2016). Influence of Parents' Educational and Occupational Background on Educational Support of Secondary School Students in Jigawa and Kano States, Nigeria. *International Business Management*, 10(22), 5376–5386.
- Nilufar, K. S. (2021). The Importance of Speaking Skills for EFL Learners. *International Journal of Innovation in Engineering Research and Technology*, 8(1).
- Nunan, D. (1991). *Language Teaching Methodology*. Printice Hall.
- Nunan, David. (2003). *Practical English Language Teaching*. McGraw-Hill/Contemporary.
- Oxford Dictionary*. (2008).
- Penny, U. R. (1996). *A Course in Language Teaching Practice of Theory Cambridge Teacher Training and Development-1996*. University Press.
- Petchprasert, A. (2014). The Influence of Parents' Backgrounds, Beliefs About English Learning, and a Dialogic Reading Program on Thai Kindergarteners' English Lexical Development. *English Language Teaching*, 7(3), 50–62. <https://doi.org/10.5539/elt.v7n3p50>
- Plummer, D. (2005a). *Helping Adolescents and Adults to Build Self-Esteem*. Jessica Kingsley Publisher.
- Plummer, D. (2005b). *Helping Adolescents and Adults to Build Self-Esteem : A Photocopiable Resource Book*.
- Pradeep, K., Debata, M. A., & Phil, M. (2013). The Importance of Grammar in English Language Teaching-A Reassessment. *Journal Language Teaching India*, 13(5), 482–486. [www.languageinindia.com](http://www.languageinindia.com)

- Raftery, J. N., Grolnick, W. S., & Flamm, E. S. (2012). Families as Facilitators of Student Engagement: Toward a Home-School Partnership Model. *Handbook of Research on Student Engagement*, 343–364. [https://doi.org/10.1007/978-1-4614-2018-7\\_16](https://doi.org/10.1007/978-1-4614-2018-7_16)
- Rahayu, S. (2020). *The Correlation Between Students' Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency*. State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- Rahman, M. S. (2016). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review. *Journal of Education and Learning*, 6(1), 102. <https://doi.org/10.5539/jel.v6n1p102>
- Ridwan, W. A. (2018). *The Correlation of Parents' Education Level Background and Students' English Learning Achievement (A Study of Eleventh Grade Students' at SMK Negeri 2 Sungguminasa Gowa)*.
- Rosnija, E., Eliyasun, & Salam, U. (2018). *Improving Student' Speaking Ability Through Guided Questions*.
- Rosyida, E. M. (2016). Students' Self Esteem in Speaking Ability. *Smart Journal*, 2(2), 94–104. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart>
- Rubio, F. (2021). *Self-Esteem and Foreign Language*. Cambridge Scholars Publishing.
- Segalowitz, U. (2010). Second Language Teaching and Learning in The Net Generation. *Language, Learning and Technology*, 14(1), 20–23. <https://doi.org/10.1016/j.system.2011.01.002>
- Shukla, S. (2020). *Concept of Population and Sample*. M. P India. <https://www.researchgate.net/publication/346426707>
- Strathern, M. (2011). What is a Parent? *Journal of Ethnographic Theory*, 1(1), 245–278.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kulitatif dan R&D*. Alfabeta.
- Sugiyono. (2015). *Statistika untuk Penelitian*. Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. PT. Alfabet.
- Sujarweni, V. W. (2016). *Kupas Tuntas, Penelitian Akuntansi dengan SPSS*. CV Andi Offset.
- Sulastri. (2013). *The Correlation Between The Students' Self-Concept and Their Performance*. Universitas Muhammadiyah Makassar.

- Sultana, A. M., & Binti Rosli, N. (2016). Parental Involvement on Students' Learning Abilities and Achievement in the English Subject. *International Journal of Social Science and Humanity*, 6(2), 103–106. <https://doi.org/10.7763/ijssh.2016.v6.627>
- Taherdoost, H., & Lumpur, K. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management (IJARM)*, 5(3). <https://hal.archives-ouvertes.fr/hal-02546799>
- Thornbury, S. (2002). *How to Teach Speaking*. Pearson Education Limited.
- Vago, M. V. (2017). The Self and The Other. *Research Gate*. <https://www.researchgate.net/publication/317971940>
- Wahyuni, A. (2021). *The Correlation Between Self-Esteem and Speaking Ability of the Tenth Grade Students in SMKN 03 Kotabumi Academic Year 2020/2021*.
- Widya, A. R. (2018). *The Correlation of Parents' Education Level Background and Students' English Learning Achievement (A Study of Eleventh Grade Students' at SMK Negeri 2 Sungguminasa)*. Universitas Muhammadiyah Makassar.
- Zuhriyah, M. (2017). Storytelling to Improve Students' Speaking Skill. *Jurnal Tadris Bahasa Inggris*, 10(1), 119. <https://ejournal.radenintan.ac.id/index.php/ENGEDU>

**APPENDICES**



## Appendix 1

### The List of Students Joining the Try Out

No	Nama
1	Aditya Tri Yuliyanto
2	Ahmad umar saifulloh
3	Althaf Hafizh Taufiqulhakim
4	Alyaa Rahmani Putri
5	Alysa Citra Ramadhani
6	Atsha Mutiara Kusuma
7	David Galih Nugroho
8	Defi Mei Susanti
9	Desifa Farida Aisy
10	Diky Nur Ardana
11	Erika Octavia Wibowo
12	Fitria Putri Inayah
13	Indy Raya Febiana
14	Januar Rangga Aji Dinata
15	Mutiara
16	Nanda Marentika
17	Naswanda Dinata
18	Nindya Azzumar
19	Octavia Putri Mawardi
20	Oktavia Siyami Faradila Sari
21	Rachel Syifa
22	Rachelia putri audriyanto
23	Rakha Fadhel Annafi
24	Rakhmani Dwi Sari
25	Roni Saputra
26	Satrio Una Yulianto Saputro
27	Thea Rahmani
28	Vioni Yanuarita
29	Yahya Haruna
30	Yordan Adi Pratama

## Appendix 2

### The List of Students Joining the Test

No	Nama
1	Abiandra Khair R
2	Abid Nur Hasan
3	Adini Ndaru N
4	Agista Azzah Rizki Maharani
5	Agista Putri Maharani
6	Aldian Dimas Prasetya
7	Aldian Firdaus Pratama
8	Andarista W
9	Andika Arya M
10	Andika Cahya Saputra
11	Andin Fatimah
12	Anugrah Indah Adhelia
13	Aprilia Nur Hajisah
14	Arvin Akbar Wijaya
15	Arya Orlando Pratama
16	Auliya Hanif Azizah
17	Ava Nur Nayla
18	Chesya Aurelia A
19	Chika Allea Ramdhani
20	Daffa Rifqi Haryanto
21	Dicky Surya Nugraha
22	Dina Febrianingsih
23	Ermawati Widya Safitri
24	Fadhil Muhammad Santoso
25	Fatimah As Syira
26	Febrian Dwe Rutra
27	Fidelto Elvettorian Wibowo
28	Filosofia Candra Pengampunan
29	Fiona Febriana Putri P
30	Gracia Aurel Sabira Surya
31	Herlin Desca Anggun S
32	Husniyyah
33	Ikhwan Setyawan
34	Intan Kurniawati
35	Intan Pandan Wangi
36	Ismail Nugroho
37	Juwita Putri Ramdhani

<b>38</b>	Lusi Nur H
<b>39</b>	Maeva Melinda Dewi
<b>40</b>	Mohammad Thoriq K
<b>41</b>	Mufti Jaya
<b>42</b>	Muhammad Fachri
<b>43</b>	Muhammad Irfansyah
<b>44</b>	Muhammad Isya Faresqi
<b>45</b>	Muhammah Aris S
<b>46</b>	Mukhlis Fajar Setiono
<b>47</b>	Nabila Rasendriya Felim
<b>48</b>	Nadiyah Nasmah
<b>49</b>	Nafisa Gizza Nur Azzahra
<b>50</b>	Nainzi Irfan Nadiffatin
<b>51</b>	Noverita Qayla Putri
<b>52</b>	Puja Fitri Faradilah
<b>53</b>	Rafael Zibrani Casela Putra
<b>54</b>	Rahardian Rizky Eka P
<b>55</b>	Ratna Analia
<b>56</b>	Ratu Falla
<b>57</b>	Rayya Ramadania
<b>58</b>	Rifki Aulia Wardani
<b>59</b>	Ringga Nur Fahmi
<b>60</b>	Sahara Elsa Erlinda
<b>61</b>	Shafa Atika Putri S
<b>62</b>	Sheenan Vashti Puspitasari
<b>63</b>	Sigit Nur Rahman
<b>64</b>	Sunieel Golmool Singh
<b>65</b>	Syifa Aifiyah Nur A
<b>66</b>	Syifa Aura Muti Supriyati
<b>67</b>	Vania Monika Savira
<b>68</b>	Vany Putri Damayanti
<b>69</b>	Wira Putra Pandawa
<b>70</b>	Yoga Setiawan
<b>71</b>	Zahra Wafiyatun N
<b>72</b>	Zakya Aura Tajrani

### Appendix 3

#### The Blue Print of Self-Esteem Questionnaire (Try Out)

No	Self-esteem aspects	Number	
		(+)	(-)
1	Self-acceptance	12, 13, 14, 28	15, 16, 17
2	Self-knowledge	1, 3	2, 5, 6, 30
3	Self and others	7, 8, 9, 29	4, 10, 11
4	Self-expression	18, 19, 27	20, 21, 22
5	Self-confidence	23, 24, 26	25
<b>Total</b>		<b>30</b>	

## Appendix 4

### KUESIONER SELF-ESTEEM

(Try Out)

Nama :

No :

Kelas :

#### Petunjuk Pengisian

1. Tulislah identitas terlebih dahulu
2. Perhatikan dengan seksama pernyataan yang ada
3. Jawablah sesuai dengan keadaan diri anda
4. Pilihlah kolom jawaban sesuai dengan keadaan diri anda

#### Keterangan

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
1	Saya menghargai kelebihan dan kekurangan saya.					
2	Saya sering melempar kesalahan pada teman agar tidak mendapat masalah.					

3	Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan.					
4	Saya sering memilih-milih teman.					
5	Saya merasa tidak ada yang saya banggakan.					
6	Saya merasa tidak memiliki potensi.					
7	Saya menghargai pendapat teman-teman saya.					
8	Saya berani mengakui kesalahan.					
9	Saya suka membantu orang lain.					
10	Saya mudah tersinggung dengan ucapan teman saya, walaupun hanya bercanda.					
11	Saya sering meluapkan masalah pribadi pada teman-teman.					
12	Saya menyukai diri saya dengan segala kelebihan dan kekurangannya.					
13	Saya mensyukuri segala kemampuan yang saya miliki.					
14	Saya lebih suka menyelesaikan masalah secara damai daripada secara fisik.					

15	Saya sering kali merasa sebagai orang yang tidak berguna.					
16	Saya sering mengeluh etika apa yang Tuhan berikan pada saya.					
17	Saya sering membantu orang jika ada balasannya.					
18	Saya berharap bisa berekspresi dengan baik etika berbicara dengan Bahasa Inggris.					
19	Saya berusaha bersikap ramah dengan teman yang baru dikenal.					
20	Saya seorang yang tidak bisa berekspresi etika berbicara menggunakan Bahasa Inggris.					
21	Saya tidak suka meminta maaf etika melakukan kesalahan.					
22	Saya lebih suka meniru pekerjaan orang lain daripada mengerjakan sendiri.					
23	Saya selalu optimis dalam menghadapi hidup.					
24	Saya tidak takut kegagalan atau kekalahan.					
25	Saya condong berpikir bahwa saya orang yang gagal dalam Bahasa Inggris.					

26	Saya percaya bahwa saya pasti bisa melakukan sesuatu bila saya mau belajar.					
27	Saya selalu berusaha bersikap jujur.					
28	Saya menerima segala sesuatu yang ada pada diri saya.					
29	Saya sering mengabaikan orang lain.					
30	Saya tidak pernah bangga dengan kemampuan akademik yang saya miliki					

**Catatan :****Pernyataan Positif**

Sangat Setuju = 5

Setuju = 4

Ragu-ragu = 3

Tidak Setuju = 2

Sangat Tidak Setuju = 1

**Pernyataan Negatif**

Sangat Setuju = 1

Setuju = 2

Ragu-ragu = 3

Tidak Setuju = 4

Sangat Tidak Setuju = 5



## Appendix 5

### The Blue Print of Parents' Educational Background Questionnaire

<b>The Concept</b>	<b>The indicator</b>	<b>Item Number</b>	<b>Total</b>
Parents' educational background has means that last level of formal education that reached by parents'	Mother's educational background	1	1
	Father's educational background	2	1
<b>Total</b>			<b>2</b>

## **Appendix 6**

### **The Questionnaire of Parents' Educational Background (ANGKET PARENTS' EDUCATIONAL BACKGROUND)**

#### **Petunjuk Pengisian**

1. Perhatikan dengan seksama pernyataan yang ada
2. Lingkari kolom jawaban sesuai dengan keadaan latar belakang orang tua anda
  1. Pendidikan terakhir yang ditempuh oleh Ibu
    - a) SD
    - b) SMP
    - c) SMA
    - d) D1
    - e) D2
    - f) D3
    - g) S1
    - h) S2
    - i) S3
  
  2. Pendidikan terakhir yang ditempuh oleh Ayah
    - a) SD
    - b) SMP
    - c) SMA
    - d) D1
    - e) D2
    - f) D3
    - g) S1
    - h) S2
    - i) S3

**Appendix 7**

**The Blue Print of Questionnaire Self-Esteem  
(Test)**

<b>No</b>	<b>Self-esteem aspects</b>	<b>Number</b>		
		<b>(+)</b>	<b>(-)</b>	<b>Total</b>
1	Self-acceptance	29, 30	1, 26, 27, 28	6
2	Self-knowledge	23, 24, 25	2, 20, 21, 22	7
3	Self and others	3, 17, 18, 19	14, 15, 16	7
4	Self-expression	4, 12, 13	9, 10, 11	6
5	Self-confidence	5, 7, 8	6	4
<b>Total</b>		<b>30</b>		

## Appendix 8

### Questionnaire of Self-Esteem (Test)

Nama :

No :

Kelas :

#### Petunjuk Pengisian

1. Tulislah identitas terlebih dahulu
2. Perhatikan dengan seksama pernyataan yang ada
3. Jawablah sesuai dengan keadaan diri anda
4. Pilihlah kolom jawaban sesuai dengan keadaan diri anda

#### Keterangan

SS = Sangat Sesuai

S = Sesuai

R = Netral

TS = Tidak Sesuai

STS = Sangat Tidak Sesuai

No	Pernyataan	SS	S	N	TS	STS
1	Saya tidak pernah bangga dengan kemampuan akademik saya.					

2	Saya sering mengabaikan orang lain.					
3	Saya menerima segala sesuatu yang ada pada diri saya.					
4	Saya selalu berusaha berkata jujur.					
5	Saya percaya bahwa saya pasti bisa melakukan sesuatu kalau mau belajar.					
6	Saya condong berpikir bahwa saya orang yang gagal dalam Bahasa Inggris.					
7	Saya tidak takut kegagalan atau kekalahan.					
8	Saya optimis dalam menjalani hidup.					
9	Saya lebih suka meniru pekerjaan orang lain daripada mengerjakan sendiri.					
10	Saya tidak suka meminta maaf Ketika melakukan kesalahan.					
11	Saya seorang yang tidak bisa berekspresi Ketika berbicara Bahasa Inggris.					
12	Saya berusaha bersikap ramah dengan teman yang baru dikenal.					
13	Saya berharap bisa berekspresi dengan baik					

	Ketika berbicara Bahasa Inggris.					
14	Saya membantu orang jika ada balasannya.					
15	Saya sering mengeluh dengan apa yang Tuhan beri pada saya.					
16	Saya sering kali merasa sebagai orang yang tidak berguna.					
17	Saya lebih suka menyelesaikan masalah secara damai daripada secara fisik.					
18	Saya mensyukuri segala kemampuan yang saya miliki.					
19	Saya menyukai diri saya dengan segala kelebihan dan kekurangannya.					
20	Saya tidak suka menolong orang lain apabila tidak mendapatkan imbalan.					
21	Saya mudah tersinggung dengan ucapan teman saya, walau sebenarnya hanya bercanda.					
22	Saya sering memilih-milih teman.					
23	Saya suka membantu orang lain.					

24	Saya berani mengakui kesalahan.					
25	Saya menghargai pendapat teman-teman saya.					
26	Saya merasa tidak memiliki potensi dalam berbahasa inggris.					
27	Saya merasa tidak ada hal yang bisa saya banggakan.					
28	Saya sering melempar kesalahan pada teman agar tidak mendapatkan masalah.					
29	Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan.					
30	Saya menghargai kekurangan dan kelebihan saya.					

**Catatan :**

**Pernyataan Positif**

Sangat Setuju = 5

Setuju = 4

Ragu-ragu = 3

Tidak Setuju = 2

Sangat Tidak Setuju = 1

**Pernyataan Negatif**

Sangat Setuju = 1

Setuju = 2

Ragu-ragu = 3

Tidak Setuju = 4

Sangat Tidak Setuju = 5

## Appendix 9

### The Blue Print of Speaking Ability

The Concept	The indicators	Score
Speaking ability is a competence to speak and express ideas and feeling verbally.	1. Pronunciation (including the clarity of the pronounced accent and minimizing errors)	Based on assessment by Brown (2001)
	2. Grammar (can manage the construction of sentences that are good and correct as needed)	
	3. Vocabulary (includes the use of vocabulary that matches the speaker's understanding)	
	4. Accuracy & fluency (able to communicate clearly and have fluency in communication)	



## **Appendix 10**

### **Speaking Ability Test**

Please practice dialog conversations with your peers regarding “expression intentions” (expressions can expressing a hope, intention, and plan). The conversation is carried out in front of the class and takes no more than four minutes.

## Appendix 11

### Score of Students' Self-Esteem (Try Out)

<b>Initial Name</b>	<b>Score</b>
A.T.Y	114
A.U.S	127
A.H.T	120
A.R.P	115
A.C.R	108
A.M.K	109
D.G.N	120
D.M.S	121
D.F.A	119
D.N.A	137
E.O.W	120
F.P.I	138
I.R.F	114
J.R.A.D	115
M	103
N.M	98
N.D	104
N.A	118
O.P.M	132
O.S.F.S	107
R.S	111
R.P.A	118
R.F.A	124
R.D.S	108
R.S	123
S.U.Y.P	115
T.R	114
V.Y	138
Y.H	140
Y.A.P	115

Appendix 12

The Score of Self-Esteem (Test)

Num	Initial Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Score	
1	AKR	5	4	5	4	5	4	5	4	5	5	4	5	5	4	5	5	4	5	5	4	5	4	5	5	4	5	5	5	5	5	140	
2	ABN	4	4	4	3	5	4	4	5	5	4	5	5	5	3	5	5	5	3	5	5	4	5	5	5	5	3	5	4	4	3	131	
3	ANN	5	5	5	3	5	4	4	4	4	5	3	5	5	5	5	4	4	4	4	4	4	5	5	4	5	3	5	5	4	4	129	
4	AARM	5	4	5	3	5	5	5	5	5	5	3	4	4	4	3	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	138	
5	APM	5	3	4	4	5	4	5	5	3	3	5	5	3	5	3	5	4	4	4	4	4	4	5	3	5	5	5	2	5	5	127	
6	ADP	4	5	3	4	4	4	4	5	3	5	5	4	5	4	5	3	5	5	4	5	4	4	5	4	5	4	4	5	5	5	131	
7	AFP	5	4	4	4	4	4	4	4	5	3	4	4	3	5	2	5	3	5	4	4	3	5	3	5	3	5	3	4	3	5	119	
8	AW	5	3	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	5	3	4	5	2	4	4	4	5	3	5	130	
9	AAM	5	4	1	5	5	2	5	4	5	3	5	5	4	5	5	4	4	5	4	4	5	3	5	3	4	4	4	5	4	5	3	123
10	ACS	2	5	2	5	3	5	5	3	5	2	5	5	4	5	4	5	5	4	4	3	4	4	5	4	5	4	2	5	5	4	5	124
11	AF	4	5	4	3	5	2	5	4	5	3	5	5	4	4	4	4	4	4	3	5	2	5	3	5	4	4	4	4	5	5	124	
12	AJA	4	5	5	5	2	5	3	5	5	4	5	4	5	5	3	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	138
13	ANH	4	5	5	5	5	4	5	4	5	5	4	5	5	5	4	5	5	5	5	4	5	5	5	1	5	5	5	4	5	5	2	136
14	AAW	5	4	4	4	3	4	4	4	5	5	2	5	5	5	4	5	5	4	5	4	5	5	3	5	5	5	5	5	5	5	5	135
15	AOP	4	5	5	5	2	5	5	5	5	3	5	5	4	5	4	4	4	4	4	5	5	3	5	2	5	3	5	3	5	4	5	129
16	AHA	2	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	4	5	5	5	5	5	5	5	4	5	5	3	5	3	5	138
17	ANN	5	3	5	3	4	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	143
18	CAA	3	5	4	5	4	5	4	5	3	5	3	4	4	4	5	4	5	4	5	4	5	3	5	4	5	3	5	5	4	4	5	129
19	CAR	5	2	5	5	4	5	4	5	5	3	5	5	5	5	5	5	5	5	3	5	5	3	5	5	4	4	4	5	5	5	5	136
20	DRH	5	5	5	5	4	5	5	5	5	5	4	4	4	5	5	4	4	4	4	5	3	5	5	2	5	5	5	5	5	5	5	138
21	D&N	4	5	5	5	4	4	4	4	5	3	5	5	3	5	4	4	4	4	4	2	3	5	4	5	4	4	3	4	4	4	3	122
22	DF	5	5	4	5	3	4	4	4	4	5	3	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	137
23	EWS	1	5	5	4	5	5	3	2	5	4	5	4	4	5	4	4	4	4	3	3	4	4	4	2	5	3	3	3	5	4	5	117
24	FMS	5	3	3	3	3	3	5	4	4	4	4	4	4	4	5	4	4	4	4	5	3	5	4	5	4	5	3	5	3	4	5	121
25	FAS	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	4	2	4	4	4	5	3	5	5	138
26	FDR	5	4	4	5	4	3	4	4	4	5	5	5	2	5	5	2	5	5	5	3	5	5	2	5	5	4	5	4	5	5	5	129
27	FEW	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	5	4	5	5	4	5	5	5	5	3	144
28	F&P	2	5	4	4	4	4	4	4	4	5	3	5	3	5	3	5	2	5	1	5	4	5	4	5	4	5	5	5	5	5	5	126
29	FFPP	5	5	5	5	2	5	3	5	4	5	5	5	2	5	5	1	5	4	5	4	4	4	4	4	4	3	5	3	5	4	5	138
30	GASS	3	5	5	5	4	5	5	5	5	5	5	5	3	5	5	5	5	4	5	5	5	3	5	5	5	4	4	4	4	5	5	138
31	HDAS	5	3	5	5	3	4	4	5	4	4	4	4	3	5	5	3	5	3	5	4	5	5	3	5	5	2	5	3	5	4	5	125
32	H	4	5	5	5	5	4	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	144
33	IS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	3	5	5	3	4	5	4	4	4	4	139
34	IK	4	5	3	5	2	5	4	4	4	3	4	4	4	5	4	5	3	4	4	3	4	4	4	4	4	4	4	4	4	5	5	123





### Appendix 13

#### Symbol of Parents' Educational Background Questionnaire

<b>Num</b>	<b>Initial Name</b>	<b>Mother's</b>	<b>Father's</b>	<b>Average</b>
1	A.K.R	16	18	17
2	A.B.N	12	9	10,5
3	A.N.N	12	9	10,5
4	A.A.R.M	13	13	13
5	A.P.M	12	12	12
6	A.D.P	6	6	6
7	A.F.P	15	13	14
8	A.W	16	16	16
9	A.A.M	14	13	13,5
10	A.C.S	9	12	10,5
11	A.F	6	9	7,5
12	A.I.A	12	12	12
13	A.N.H	12	12	12
14	A.A.W	15	16	15,5
15	A.O.P	16	18	17
16	A.H.A	9	6	1,5
17	A.N.N	9	9	9
18	C.A.A	9	9	9
19	C.A.R	12	12	12
20	D.R.H	12	9	10,5
21	D.S.N	16	16	16
22	D.F	13	15	14
23	E.W.S	12	12	12
24	F.M.S	12	14	13
25	F.A.S	15	16	15,5
26	F.D.R	16	18	17
27	F.E.W	9	12	10,5
28	F.C.P	12	12	12
29	F.F.P.P	12	12	12
30	G.A.S.S	13	15	14
31	H.D.A.S	16	18	17
32	H	16	16	16
33	I.S	12	12	12
34	I.K	9	12	10,5
35	I.P.W	13	14	13,5

36	I.N	16	16	16
37	J.P.R	16	18	17
38	L.N.H	6	9	7,5
39	M.M.D	9	9	9
40	M.T.K	9	9	9
41	M.J	6	9	7,5
42	M.F	15	16	15,5
43	M.I	14	14	14
44	M.I.F	12	12	12
45	M.IS	16	16	16
46	M.F.S	9	12	10,5
47	N.R.F	9	12	10,5
48	N.N	9	9	9
49	N.G.N.A	12	12	12
50	N.I.N	12	14	13
51	N.Q.P	12	12	12
52	P.F.F	6	9	7,5
53	R.Z.C.P	12	12	12
54	R.R.E.P	13	14	13,5
55	R.A	9	9	9
56	R.F	12	12	12
57	R.R	16	16	16
58	R.A.W	16	18	17
59	R.N.F	14	13	13,5
60	S.E.E	9	12	10,5
61	S.A.P.S	12	12	12
62	S.V.P	13	13	13
63	S.N.R	16	16	16
64	S.G.S	6	9	7,5
65	S.A.N.A	13	15	14
66	S.A.M.S	12	12	12
67	V.M.S	14	14	14
68	V.P.D	9	9	10,5
69	W.P.P	9	12	12
70	Y.S	12	12	12
71	Z.W.N	15	13	14
72	Z.A.T	16	16	16

## Appendix 14

## The Score of Speaking Ability Test

Num	Student's Initial	Speaking Assessment		Average (Score)
		Teaching I	Teaching II	
1	A.K.R	64	66	65
2	A.B.N	68	66	67
3	A.N.N	80	78	79
4	A.A.R.M	72	76	74
5	A.P.M	67	71	69
6	A.D.P	66	70	68
7	A.F.P	77	81	79
8	A.W	78	78	78
9	A.A.M	73	69	71
10	A.C.S	82	76	79
11	A.F	77	73	75
12	A.I.A	76	80	78
13	A.N.H	79	75	77
14	A.A.W	75	77	76
15	A.O.P	64	72	68
16	A.H.A	72	70	71
17	A.N.N	69	75	72
18	C.A.A	76	72	74
19	C.A.R	74	78	76
20	D.R.H	65	63	64
21	D.S.N	67	65	66
22	D.F	65	65	65
23	E.W.S	66	62	64
24	F.M.S	70	70	70
25	F.A.S	79	75	77
26	F.D.R	74	76	75
27	F.E.W	60	58	59
28	F.C.P	77	71	74
29	F.F.P.P	67	69	68
30	G.A.S.S	65	69	67
31	H.D.A.S	73	71	72
32	H	64	62	63
33	I.S	61	63	62
34	I.K	76	74	75
35	I.P.W	78	80	79
36	I.N	73	69	71
37	J.P.R	66	70	68
38	L.N.H	71	69	70



<b>39</b>	<b>M.M.D</b>	78	76	<b>77</b>
<b>40</b>	<b>M.T.K</b>	75	69	<b>72</b>
<b>41</b>	<b>M.J</b>	76	74	<b>75</b>
<b>42</b>	<b>M.F</b>	68	70	<b>69</b>
<b>43</b>	<b>M.I</b>	75	77	<b>76</b>
<b>44</b>	<b>M.I.F</b>	70	74	<b>72</b>
<b>45</b>	<b>M.IS</b>	75	73	<b>74</b>
<b>46</b>	<b>M.F.S</b>	67	61	<b>64</b>
<b>47</b>	<b>N.R.F</b>	69	73	<b>71</b>
<b>48</b>	<b>N.N</b>	77	79	<b>78</b>
<b>49</b>	<b>N.G.N.A</b>	71	73	<b>72</b>
<b>50</b>	<b>N.I.N</b>	75	77	<b>76</b>
<b>51</b>	<b>N.Q.P</b>	68	70	<b>69</b>
<b>52</b>	<b>P.F.F</b>	71	69	<b>70</b>
<b>53</b>	<b>R.Z.C.P</b>	78	76	<b>77</b>
<b>54</b>	<b>R.R.E.P</b>	70	66	<b>66</b>
<b>55</b>	<b>R.A</b>	68	72	<b>70</b>
<b>56</b>	<b>R.F</b>	63	67	<b>65</b>
<b>57</b>	<b>R.R</b>	78	78	<b>78</b>
<b>58</b>	<b>R.A.W</b>	66	68	<b>67</b>
<b>59</b>	<b>R.N.F</b>	64	68	<b>66</b>
<b>60</b>	<b>S.E.E</b>	76	80	<b>78</b>
<b>61</b>	<b>S.A.P.S</b>	79	81	<b>80</b>
<b>62</b>	<b>S.V.P</b>	59	61	<b>60</b>
<b>63</b>	<b>S.N.R</b>	77	75	<b>75</b>
<b>64</b>	<b>S.G.S</b>	69	69	<b>69</b>
<b>65</b>	<b>S.A.N.A</b>	70	74	<b>72</b>
<b>66</b>	<b>S.A.M.S</b>	62	70	<b>66</b>
<b>67</b>	<b>V.M.S</b>	74	78	<b>76</b>
<b>68</b>	<b>V.P.D</b>	80	78	<b>79</b>
<b>69</b>	<b>W.P.P</b>	79	81	<b>80</b>
<b>70</b>	<b>Y.S</b>	71	77	<b>74</b>
<b>71</b>	<b>Z.W.N</b>	81	79	<b>80</b>
<b>72</b>	<b>Z.A.T</b>	68	76	<b>72</b>

## Appendix 15

### The Distribution Frequency and Histogram of Parents' Educational Background

FREQUENCIES VARIABLES=Parents

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM  
MEAN MEDIAN MODE SUM

/HISTOGRAM NORMAL

/ORDER=ANALYSIS.

#### Frequencies

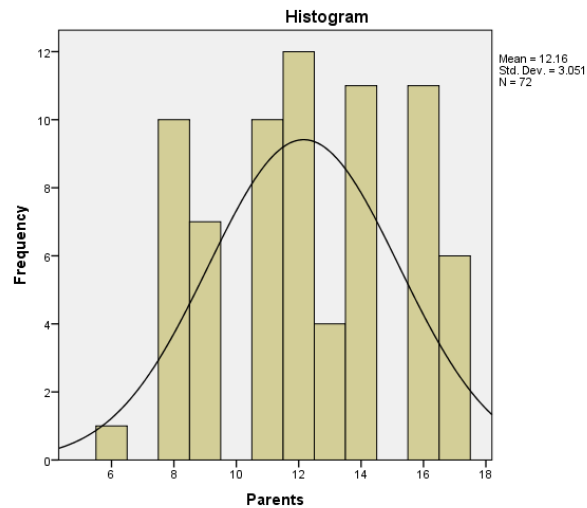
Notes			
Output Created		28-APR-2023 07:34:58	
Comments			
Input	Active Dataset		DataSet0
	Filter		<none>
	Weight		<none>
	Split File		<none>
	N of Rows in Working Data File		72
Missing Handling	Value	Definition of Missing	User-defined missing values are treated as missing.
		Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=Parents  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM  /HISTOGRAM NORMAL  /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,74
	Elapsed Time	00:00:00,40

Statistics		
Parents' Educational Background		
N	Valid	72
	Missing	0
Mean		12.16
Median		12.00
Mode		12
Std. Deviation		3.051
Variance		9.309
Range		11
Minimum		6
Maximum		17
Sum		875.5

Parents Educational Background					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.0	1	1.4	1.4	1.4
	7.5	6	8.3	8.3	9.7
	8.0	4	5.6	5.6	15.3
	9.0	7	9.7	9.7	25.0
	10.5	10	13.9	13.9	38.9
	12.0	12	16.7	16.7	55.6
	13.0	4	5.6	5.6	61.1
	13.5	4	5.6	5.6	66.7
	14.0	7	9.7	9.7	76.4
	15.5	3	4.2	4.2	80.6
	16.0	8	11.1	11.1	91.7
	17.0	6	8.3	8.3	100.0
	Total		72	100.0	100.0

### Histogram



## Appendix 16

### The Distribution Frequency and Histogram of Self-Esteem

FREQUENCIES VARIABLES=Self-Esteem

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM  
MEAN MEDIAN MODE SUM

/HISTOGRAM NORMAL

/ORDER=ANALYSIS.

#### Frequencies

Notes		
Output Created		28-APR-2023 07:36:35
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

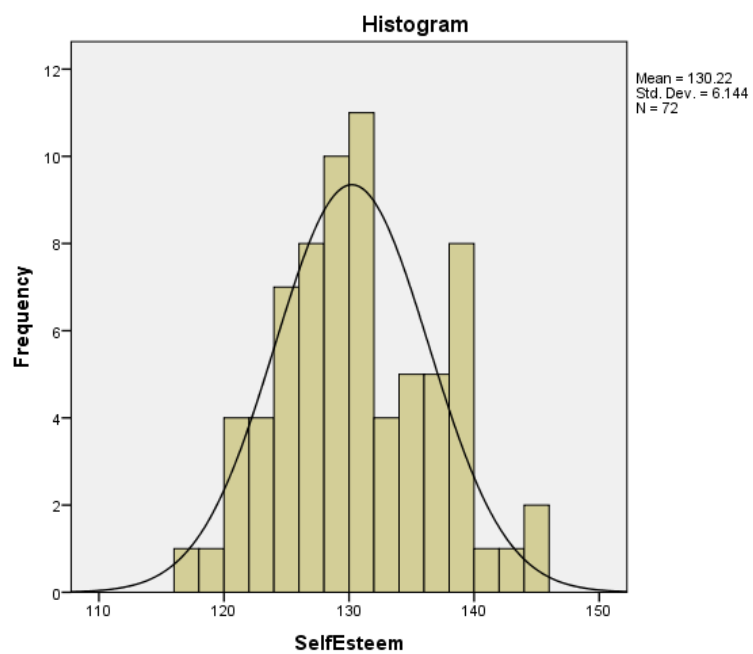
Syntax		FREQUENCIES VARIABLES=SelfEsteem  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM  /HISTOGRAM NORMAL  /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,48
	Elapsed Time	00:00:00,45

Statistics		
SelfEsteem		
N	Valid	72
	Missing	0
Mean		130.22
Median		130.00
Mode		129
Std. Deviation		6.144
Variance		37.753
Range		27
Minimum		117
Maximum		144

Sum	9376
-----	------

Self-Esteem					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117	1	1.4	1.4	1.4
	119	1	1.4	1.4	2.8
	121	4	5.6	5.6	8.3
	122	2	2.8	2.8	11.1
	123	2	2.8	2.8	13.9
	124	3	4.2	4.2	18.1
	125	4	5.6	5.6	23.6
	126	5	6.9	6.9	30.6
	127	3	4.2	4.2	34.7
	128	1	1.4	1.4	36.1
	129	9	12.5	12.5	48.6
	130	6	8.3	8.3	56.9
	131	5	6.9	6.9	63.9
	132	3	4.2	4.2	68.1
	133	1	1.4	1.4	69.4
	134	2	2.8	2.8	72.2
	135	3	4.2	4.2	76.4
	136	4	5.6	5.6	81.9
137	1	1.4	1.4	83.3	
138	7	9.7	9.7	93.1	

	139	1	1.4	1.4	94.4
	140	1	1.4	1.4	95.8
	143	1	1.4	1.4	97.2
	144	2	2.8	2.8	100.0
	Total	72	100.0	100.0	





## Appendix 17

### The Distribution Frequency and Histogram of Speaking Ability

FREQUENCIES VARIABLES=Speaking

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM  
MEAN MEDIAN MODE SUM

/HISTOGRAM NORMAL

/ORDER=ANALYSIS.

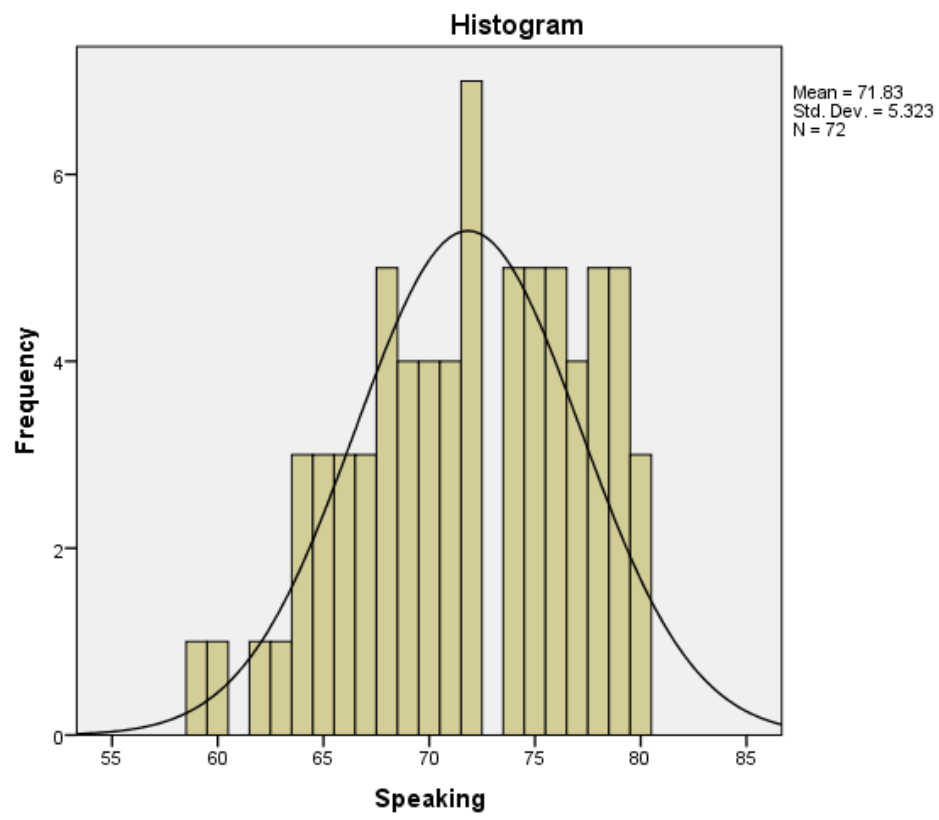
#### Frequencies

Notes		
Output Created		28-APR-2023 07:43:15
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=Speaking  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM  /HISTOGRAM NORMAL  /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,58
	Elapsed Time	00:00:00,35

Statistics		
Speaking		
N	Valid	72
	Missing	0
Mean		71.83
Median		72.00
Mode		72
Std. Deviation		5.323
Variance		28.338
Range		21
Minimum		59
Maximum		80
Sum		5172

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	1.4	1.4	1.4
	60	1	1.4	1.4	2.8
	62	1	1.4	1.4	4.2
	63	1	1.4	1.4	5.6
	64	3	4.2	4.2	9.7
	65	3	4.2	4.2	13.9
	66	3	4.2	4.2	18.1
	67	3	4.2	4.2	22.2
	68	5	6.9	6.9	29.2
	69	4	5.6	5.6	34.7
	70	4	5.6	5.6	40.3
	71	4	5.6	5.6	45.8
	72	7	9.7	9.7	55.6
	74	5	6.9	6.9	62.5
	75	5	6.9	6.9	69.4
	76	5	6.9	6.9	76.4
	77	4	5.6	5.6	81.9
	78	5	6.9	6.9	88.9
	79	5	6.9	6.9	95.8
	80	3	4.2	4.2	100.0
	Total	72	100.0	100.0	



## Appendix 18

### Normality Test of Parents Educational Background, Students' Self-Esteem, and Speaking Ability

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Parents	72	100.0%	0	0.0%	72	100.0%
Self-Esteem	72	100.0%	0	0.0%	72	100.0%
Speaking	72	100.0%	0	0.0%	72	100.0%

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Parents	.100	72	.073	.948	72	.005
Self-Esteem	.089	72	.200	.980	72	.324
Speaking	.102	72	.059	.963	72	.034

## Appendix 19

### Linearity Test

#### 3. Linearity test of Parents' Educational Background and Speaking Ability

ANOVA Table					
			Mean Square	F	Sig.
Speaking * Parents	Between Groups	(Combined)	16.201	.530	.875
		Linearity	9.948	.325	.570
		Deviation from Linearity	16.827	.551	.847
	Within Groups		30.563		
	Total				

Measures of Association				
	R	R Squared	Eta	Eta Squared
Speaking * Parents	-.070	.005	.298	.089

#### 3. Linearity test of Students' Self-Esteem and Speaking Ability

ANOVA Table			
			Sig.
Speaking * Self-Esteem	Between Groups	(Combined)	.255
		Linearity	.145
		Deviation from Linearity	.289

	Within Groups	
	Total	

<b>Measures of Association</b>				
	R	R Squared	Eta	Eta Squared
Speaking * Self-Esteem	.169	.029	.612	.374

## Appendix 20

R Product Moment Table df 51-100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547



<b>82</b>	0.1807	0.2146	0.2535	0.2796	0.3527
<b>83</b>	0.1796	0.2133	0.2520	0.2780	0.3507
<b>84</b>	0.1786	0.2120	0.2505	0.2764	0.3487
<b>85</b>	0.1775	0.2108	0.2491	0.2748	0.3468
<b>86</b>	0.1765	0.2096	0.2477	0.2732	0.3449
<b>87</b>	0.1755	0.2084	0.2463	0.2717	0.3430
<b>88</b>	0.1745	0.2072	0.2449	0.2702	0.3412
<b>89</b>	0.1735	0.2061	0.2435	0.2687	0.3393
<b>90</b>	0.1726	0.2050	0.2422	0.2673	0.3375
<b>91</b>	0.1716	0.2039	0.2409	0.2659	0.3358
<b>92</b>	0.1707	0.2028	0.2396	0.2645	0.3341
<b>93</b>	0.1698	0.2017	0.2384	0.2631	0.3323
<b>94</b>	0.1689	0.2006	0.2371	0.2617	0.3307
<b>95</b>	0.1680	0.1996	0.2359	0.2604	0.3290
<b>96</b>	0.1671	0.1986	0.2347	0.2591	0.3274
<b>97</b>	0.1663	0.1975	0.2335	0.2578	0.3258
<b>98</b>	0.1654	0.1966	0.2324	0.2565	0.3242
<b>99</b>	0.1646	0.1956	0.2312	0.2552	0.3226
<b>100</b>	0.1638	0.1946	0.2301	0.2540	0.3211

**Appendix 21****The Hypothesis Test Simple Liner Regression for First Hypothesis**

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS CI(95) R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Y

/METHOD=ENTER X1.

**Regression**

Notes		
Output Created		30-APR-2023 00:43:06
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS CI(95) R ANOVA  /CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT Y  /METHOD=ENTER X1.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,10
	Memory Required	2448 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Parents <sup>b</sup>	.	Enter

a. Dependent Variable: Speaking

b. All requested variables entered.

Model Summary

	R				Change Statistics
--	---	--	--	--	-------------------

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.873 <sup>a</sup>	.762	3.62473	.762	223.582	1	70	.000

a. Predictors: (Constant), Parents

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	683.912	1	683.912	15.086	.000 <sup>b</sup>
	Residual	3173.366	70	45.334		
	Total	3857.278	71			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Parents

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	67.239	0.955		70.383	.000	65.334	69.145
	Parents	.065	.017	.421	3.884	.000	.031	.099

a. Dependent Variable: Speaking

## Appendix 22

### The Hypothesis Test Simple Liner Regression for Second Hypothesis

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS CI(95) R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Y

/METHOD=ENTER X2.

### Regression

		Notes
Output Created		30-APR-2023 00:50:53
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS CI(95) R ANOVA  /CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT Y  /METHOD=ENTER X2.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,03
	Memory Required	2448 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Self-Esteem <sup>b</sup>	.	Enter

a. Dependent Variable: Speaking

b. All requested variables entered.

### Model Summary

	R				Change Statistics
--	---	--	--	--	-------------------

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1	.922 <sup>a</sup>	.851	2.86692	.851	399.301	1	70	.000

a. Predictors: (Constant), Self-Esteem

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3281.933	1	3281.933	399.301	.000 <sup>b</sup>
	Residual	575.344	70	8.219		
	Total	3857.278	71			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Self-Esteem

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	52.491	18.583		2.825	.006	-22.762	25.002
	Self-Esteem	.673	.094	.922	19.983	.000	.606	.741

a. Dependent Variable: Speaking

**Appendix 23****The Hypothesis Test Multiple Linear Regression for Third Hypothesis**

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS CI(95) R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Y

/METHOD=ENTER X1 X2.

**Regression**

Notes		
Output Created		30-APR-2023 01:22:36
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.



Syntax		REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS CI(95) R ANOVA  /CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT Y  /METHOD=ENTER X1 X2.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,03
	Memory Required	2896 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet0]

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Self-Esteem, Parents <sup>b</sup>	.	Enter

a. Dependent Variable: Speaking

b. All requested variables entered.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.937 <sup>a</sup>	.878	.875	2.61020	.878	248.575	2	69	.000
a. Predictors: (Constant), Self-Esteem, Parents									

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3387.169	2	1693.585	248.575	.000 <sup>b</sup>
	Residual	470.109	69	6.813		
	Total	3857.278	71			
a. Dependent Variable: Speaking						
b. Predictors: (Constant), Self-Esteem, Parents						

## Appendix 24

### The Hypothesis Test Pearson Correlation

#### 3. First Hypothesis

Correlations			
		Parents	Speaking
Parents	Pearson Correlation	1	.873**
	Sig. (2-tailed)		.000
	N	72	72
Speaking	Pearson Correlation	.873**	1
	Sig. (2-tailed)	.000	
	N	72	72

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 2 Second Hypothesis

Correlations			
		Self-Esteem	Speaking
Self-Esteem	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	72	72
Speaking	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	72	72

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### 3 Third Hypothesis

<b>Correlations</b>				
		Parents	Self-Esteem	Speaking
Parents	Pearson Correlation	1	.852**	.873**
	Sig. (2-tailed)		.000	.000
	N	72	72	72
Self-Esteem	Pearson Correlation	.852**	1	.922**
	Sig. (2-tailed)	.000		.000
	N	72	72	72
Speaking	Pearson Correlation	.873**	.922**	1
	Sig. (2-tailed)	.000	.000	
	N	72	72	72

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Appendix 25****Pictures of Research**





# Questionnaire (Uji Validitas)

Assalamu'alaikum warahmatullahi wa barokatuh.

Saya Alyaa Hannifah Meylasari mahasiswi prodi Pendidikan Bahasa Inggris semester 7 dari UIN Raden Mas Said Surakarta yang sedang melakukan uji kelayakan kuesioner sebelum melakukan penelitian di SMAN 1 Ceper pada kelas X. Untuk itu saya mohon bantuan teman-teman sekalian untuk mengisi kuesioner mengenai Self-Esteem di SMAN 1 Ceper pada kelas X.

Terima kasih 🙏

## Petunjuk Pengisian

1. Tulislah identitas terlebih dahulu
2. Perhatikan dengan seksama pernyataan yang ada
3. Jawablah sesuai dengan keadaan diri anda
4. Pilihlah kolom jawaban sesuai dengan keadaan diri anda

## Keterangan

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Nama \*

ALYSA CITRA RAMADHANI

Saya menghargai kelebihan dan kekurangan saya \*

SS

S

R

TS

STS



Saya sering melempar kesalahan pada teman agar tidak mendapat masalah \*

- SS
- S
- R
- TS
- STS

Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan \*

- SS
- S
- R
- TS
- STS

Saya sering memilih-milih teman \*

- SS
- S
- R
- TS
- STS

Saya merasa tidak ada yang saya banggakan \*

- SS
- S
- R
- TS
- STS

Saya merasa tidak memiliki potensi. \*

- SS
- S
- R
- TS
- STS

Saya menghargai pendapat teman-teman saya. \*

- SS
- S
- R
- TS
- STS

Saya berani mengakui kesalahan \*

- SS
- S
- R
- TS
- STS

Saya suka membantu orang lain \*

- SS
- S
- R
- TS
- STS

Saya mudah tersinggung dengan ucapan teman saya, walaupun hanya bercanda. \*

- SS
- S
- R
- TS
- STS

Saya sering meluapkan masalah pribadi pada teman-teman. \*

- SS
- S
- R
- TS
- STS

Saya menyukai diri saya dengan segala kelebihan dan kekurangannya. \*

- SS
- S
- R
- TS
- STS

Saya mensyukuri segala kemampuan yang saya miliki. \*

- SS
- S
- R
- TS
- STS

Saya lebih suka menyelesaikan masalah secara damai daripada secara fisik. \*

- SS
- S
- R
- TS
- STS

Saya sering kali merasa sebagai orang yang tidak berguna. \*

- SS
- S
- R
- TS
- STS

Saya sering mengeluh dengan apa yang Tuhan berikan pada saya. \*

- SS
- S
- R
- TS
- STS

# Questionnaire (Uji Validitas)

Assalamu'alaikum warahmatullahi wa barokatuh.

Saya Alyaa Hannifah Meylasari mahasiswi prodi Pendidikan Bahasa Inggris semester 7 dari UIN Raden Mas Said Surakarta yang sedang melakukan uji kelayakan kuesioner sebelum melakukan penelitian di SMAN 1 Ceper pada kelas X. Untuk itu saya mohon bantuan teman-teman sekalian untuk mengisi kuesioner mengenai Self-Esteem di SMAN 1 Ceper pada kelas X.

Terima kasih 🙏

## Petunjuk Pengisian

1. Tulislah identitas terlebih dahulu
2. Perhatikan dengan seksama pernyataan yang ada
3. Jawablah sesuai dengan keadaan diri anda
4. Pilihlah kolom jawaban sesuai dengan keadaan diri anda

## Keterangan

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Nama \*

Yahya Haruna

Saya menghargai kelebihan dan kekurangan saya \*

SS

S

R

TS

STS

Saya sering melempar kesalahan pada teman agar tidak mendapat masalah \*

- SS
- S
- R
- TS
- STS

Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan \*

- SS
- S
- R
- TS
- STS

Saya sering memilih-milih teman \*

- SS
- S
- R
- TS
- STS

Saya merasa tidak ada yang saya banggakan \*

- SS
- S
- R
- TS
- STS

Saya merasa tidak memiliki potensi. \*

- SS
- S
- R
- TS
- STS

Saya menghargai pendapat teman-teman saya. \*

- SS
- S
- R
- TS
- STS



Saya berani mengakui kesalahan \*

- SS
- S
- R
- TS
- STS

Saya suka membantu orang lain \*

- SS
- S
- R
- TS
- STS

Saya mudah tersinggung dengan ucapan teman saya, walaupun hanya bercanda. \*

- SS
- S
- R
- TS
- STS

Saya sering meluapkan masalah pribadi pada teman-teman. \*

- SS
- S
- R
- TS
- STS

Saya menyukai diri saya dengan segala kelebihan dan kekurangannya. \*

- SS
- S
- R
- TS
- STS

Saya mensyukuri segala kemampuan yang saya miliki. \*

- SS
- S
- R
- TS
- STS

Saya lebih suka menyelesaikan masalah secara damai daripada secara fisik. \*

- SS
- S
- R
- TS
- STS

Saya sering kali merasa sebagai orang yang tidak berguna. \*

- SS
- S
- R
- TS
- STS

Saya sering mengeluh dengan apa yang Tuhan berikan pada saya. \*

- SS
- S
- R
- TS
- STS

Saya sering membantu orang jika ada balasannya. \*

- SS
- S
- R
- TS
- STS

Saya berharap bisa berekspresi dengan baik ketika berbicara dengan Bahasa Inggris. \*

- SS
- S
- R
- TS
- STS

Saya berusaha bersikap ramah dengan teman yang baru dikenal. \*

- SS
- S
- R
- TS
- STS

Saya seorang yang tidak bisa berekspresi ketika berbicara menggunakan Bahasa Inggris. \*

- SS
- S
- R
- TS
- STS

Saya tidak suka meminta maaf ketika melakukan kesalahan. \*

- SS
- S
- R
- TS
- STS

Saya lebih suka meniru pekerjaan orang lain daripada mengerjakan sendiri. \*

- SS
- S
- R
- TS
- STS

Saya selalu optimis dalam menghadapi hidup. \*

- SS
- S
- R
- TS
- STS

Saya tidak takut kegagalan atau kekalahan. \*

- SS
- S
- R
- TS
- STS

Saya condong berpikir bahwa saya orang yang gagal dalam Bahasa Inggris. \*

- SS
- S
- R
- TS
- STS

Saya percaya bahwa saya pasti bisa melakukan sesuatu bila saya mau belajar. \*

- SS
- S
- R
- TS
- STS

Saya selalu berusaha bersikap jujur. \*

- SS
- S
- R
- TS
- STS

Saya menerima segala sesuatu yang ada pada diri saya. \*

- SS
- S
- R
- TS
- STS

Saya sering mengabaikan orang lain. \*

- SS
- S
- R
- TS
- STS

Saya tidak pernah bangga dengan kemampuan akademik yang saya miliki \*

- SS
- S
- R
- TS
- STS

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA  
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1253/Un.20/F.V/PP.00.9/03/2023

14 Maret 2023

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.

Kepala SMAN 1 CEPER

di

Tempat

**Assalamu'alaikum Wr. Wb.**

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **ALYAA HANNIFAH MEYLASARI**

NIM : 196121044

Program Studi : Pendidikan Bahasa Inggris

Semester : 8

Judul Skripsi : The Correlation Between Parents' Educational Background and Students' Self-Esteem toward Speaking Ability At Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 30 Maret 2023 sampai tanggal 31 Maret 2023.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

**Wassalamu'alaikum Wr.Wb.**



Prof. Dr. Toto Suharto, S.Ag., M.Ag.  
NIP. 19710403 199803 1 005



**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI 1 CEPER**

Jalan Kajen, Ceper, Klaten Kode Pos 57465 Telepon 0272-3101635

Surat Elektronik sman20309683@gmail.com

**SURAT KETERANGAN PENELITIAN**

Nomor : 160/422.1/ III / 2023

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Ceper Kabupaten Klaten  
Provinsi Jawa Tengah ;

Nama : Drs. Tukimin, MA  
NIP. : 19650705 199412 1 002  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri 1 Ceper

Menerangkan dengan sebenarnya bahwa:

Nama : ALYAA HANNIFAH MEYLASARI  
NIM : 196121044  
Fakultas Studi : Fakultas Adab dan Bahasa  
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 1 Ceper Kabupaten Klaten, pada bulan Maret 2023 dalam rangka melengkapi penyusunan skripsi yang berjudul "THE CORRELATION BETWEEN PARENTS' EDUCATIONAL BACKGROUND AND STUDENTS' SELF-ESTEEM TOWARD SPEAKING ABILITY AT TEANTH GRADE OF SMAN 1 CEPER IN ACADEMIC YEAR 2022/2023"

Demikian surat keterangan ini dibuat agar dapat dipergunakan bagi yang berkepentingan sebagaimana mestinya.

Ceper, 31 Maret 2023

Kepala sekolah

Drs. Tukimin, MA  
Pendidikan TK I IV/b  
NIP. 19650705 199412 1 002