

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

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ABSTRACT

The purpose of this research was to find a correlation between the first year students' socioeconomic status and their speaking ability at SMKN 10 Padang. The design of this research is correlational research. The population of this research was the first year students SMKN 10 Padang. The proportional sampling technique was used to select sample consisting of 32 students. The data were using socioeconomic status questionnaire and speaking test. Based on data analysis, there was a positive correlation between the first year students' socioeconomic status and their speaking ability at SMKN 10 Padang. It can be seen from the result of the data analysis that the value of $r_{calculated}$ of this research was 0,51, while the value of r_{table} with the level significance 0,05 and the degree of freedom ($df = n - 2$) was 0,36. It means that the $r_{calculated}$ was higher than r_{table} ($0,51 > 0,36$). Finally based on the finding, it can be concluded that the alternative hypothesis of this research stating that there was a significant correlation between first year students' socioeconomic status and their speaking ability at SMKN 10 Padang was accepted. The teachers are suggested to take into account students' socioeconomic backgrounds when instructing English speaking skills. Students are suggested to practice to improve their speaking skills and never give up in a situation in which their parents cannot provide the learning facilities that they need.

Key Terms: *Socioeconomic Status, Speaking Ability,*

INTRODUCTION

The importance of English as a global language cannot be overstated. It serves as a crucial tool for communication, facilitating the exchange of ideas, knowledge, and experiences across borders. With more than half of the world's population speaking English, its significance in various aspects of life, including business, social interactions, and academic pursuits, cannot be ignored [1]. Speaking skills, in particular, hold immense importance in language acquisition, as they serve as a primary means of communication [2]. Effective speaking abilities are essential for conveying information accurately and engaging in meaningful interactions [3]. Moreover, socioeconomic status plays a significant role in influencing students' motivation to learn English [4]. Students from higher socioeconomic backgrounds often have better access to resources and opportunities for English language learning. While prior research has explored the impact of socioeconomic status on learning outcomes, there remains a gap in

understanding its specific influence on language learning, particularly in foreign contexts. Investigating the relationship between socioeconomic status and speaking ability among first-year students is therefore essential for addressing this gap and understanding the factors that contribute to language acquisition. A significant difference in English speaking ability between students with high and low socioeconomic status, with greater improvement seen in students from higher socioeconomic backgrounds after a learning intervention program [5]. The proposed study aims to examine the correlation between socioeconomic status and speaking ability among first-year students at SMKN 10 Padang.

METHOD

In this study, a correlational design is utilized to examine the relationship between socioeconomic status and speaking ability among first-year students at SMKN 10 Padang. Quantitative research methods are employed, involving the gathering and analysis of

numerical data to understand, predict, or manage relevant occurrences" [6].

The population of the study comprises 173 first-year students at SMKN 10 Padang. Proportional sampling is employed to select a representative sample from each class, ensuring that each subgroup within the population is represented proportionally to its size" [7]. To collect the data for this research, the researcher used two kinds of instruments. They are a questionnaire and a speaking test. A questionnaire was utilized to gather data on students' socioeconomic status. A questionnaire as a list of statements requiring appropriate responses from students [8]. The instrument was structured based on the socioeconomic status theory proposed by Crossman [8], comprising three components: education, occupation, and income, with a total of 30 items distributed across these indicators [9]. Validity, as emphasized and concerns the extent to which a test accurately measures its intended concept [10]. To ensure validity, the researcher adhered to several aspects recommended by Tuckman : ensuring the questionnaire addresses a significant topic, presenting it attractively, arranging it neatly, providing clear and complete directions, maintaining objectivity without leading suggestions, organizing questions or statements logically, and ensuring ease of tabulation and interpretation [11]. The researcher administered a speaking test to collect data, prompting students to express their opinions on the teaching-learning process at SMKN 10 Padang, recording their responses using a mobile phone. To ensure the test's legitimacy and reliability, the researcher considered various forms of validity, with a focus on content validity. The test was designed to align with the curriculum, syllabus, and instructional materials provided to first-year students at SMKN 10 Padang. For reliability assessment, the researcher employed the inter-rater technique, involving two impartial scorers. The first scorer was the researcher, while the second scorer was Ahmad Fajri, selected for his exceptional proficiency in speaking English. The correlation index between the two sets of scores was determined using Pearson Product Moment analysis.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students' socioeconomic status and their speaking at SMKN 10 Padang was 0,51 with r table

was lower than rcalculated ($0.36 < 0.51$) with $df = n-2$ and 0,05 ($\alpha = 5\%$). It was a significant correlation. It means that socioeconomic status influences their speaking ability.

The findings of this study are consistent with previous research conducted by Wahyuni and Kurniawati in Yogyakarta, Indonesia. Both studies found a positive correlation between socioeconomic status and speaking ability among high school students, suggesting that students from higher socioeconomic backgrounds tend to have better speaking skills.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings in the previous chapter, it can be concluded that the correlation between students' socioeconomic status and their speaking at SMKN 10 Padang is significant enough to reject the null hypothesis and support the positive and significant relationship. Moving forward, recommendations can be made to various stakeholders. Firstly, teachers should consider students' socioeconomic backgrounds when teaching English, particularly focusing on speaking skills. Creating an engaging learning environment and encouraging consistent speaking practice, even with limited resources, is highly recommended. Secondly, students are encouraged to persevere in practicing and improving their speaking skills, regardless of potential limitations in learning resources. Finally, for future researchers, conducting related studies on the correlation between students' socioeconomic status and speaking ability is suggested to further deepen our understanding of this relationship.

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