A CORRELATION BETWEEN PARENTS' SOCIAL CLASS AND THE ABILITY TO SPEAK ENGLISH AS A FOREIGN LANGUAGE FOR ADOLESCENTS IN DUSUN III, HARAPAN VILLAGE, PONDOK KELAPA, CENTRAL BENGKULU IN 2022

THESIS

Submitted to the Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University, Bengkulu to fulfill some of the requirements to obtain a bachelor's degree (S.Pd) in the field of English Education

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Waasalamu'alaikum Wr.Wb

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MOTTO

Jangan Terlalu Mengejar Nilai, Tetapi Buatlah Dirimu

Bernilai

DEDICATION

Assalamu'alaikum Wr.Wb.

My gratitude goes to the presence of Allah SWT who has given strength and courage so that I was able to complete my thesis entitled " A CORRELATION BETWEEN PARENTS' SOCIAL CLASS AND THE ABILITY TO SPEAK ENGLISH AS A FOREIGN LANGUAGE FOR ADOLESCENTS IN DUSUN III, HARAPAN VILLAGE, PONDOK KELAPA, CENTRAL BENGKULU IN 2022", I dedicate this thesis to the people I love:

1. In particular, my mother, Armini, and my father, Subroto, who have given me endless love, always giving me support and love that I can't possibly repay. Hopefully this will be my first step to make mom and dad happy. Aamiin...

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11. For all apprentice friends at MA AL-MUBAARAK, BENGKULU CITY.

12. For all KKN Group 134 friends.

13. My almamater.

PRONOUNCEMENT

Name	: Pipin Suryani
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I hereby sincerely state that the thesis entitled "**A Correlation Between Parents' Social Class And The Ability To Speak English As A Foreign Language For Adolescents In Dusun III, Harapan Village, Pondok Kelapa, Central Bengkulu In 2022**" 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 thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Bengkulu, December 2022

Pipin Suryani
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The purpose of this thesis is to fulfill the student's obligation to fulfill the graduation requirements while studying at the Fatmawati Sukarno Bengkulu State Islamic University, Faculty of Tarbiyah and Tadris, Tadris English Study Program.

In writing this thesis, it would not be possible to complete it without the help of various parties, be it providing direction, guidance or motivation. Therefore, the author would like to thank as much as possible to those who helped in the finishing of this

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In writing this thesis, the writer realizes that there are still many shortcomings in the writing. Therefore, the author expects

criticism and suggestions to improve this thesis so that it is better. Hopefully this thesis can provide benefits for all parties, and the author apologizes for any shortcomings or mistakes in the writing of this thesis.

Bengkulu,　Januari 2023

Author

Pipin Suryani

ABSTRACT

Suryani, Pipin. 2023. A Correlation Between Parents' Social Class And The Ability To Speak English As A Foreign Language For Adolescents In Dusun III, Harapan Village, Pondok Kelapa, Central Bengkulu In 2022.

Advisor : 1. Dr. Syamsul Rizal, M.Pd

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Keyword : Social Class, Speaking Ability

The purpose of this study was to find out how close the relationship between the social class of adolescent parents and the ability to speak English. This study uses a quantitative method with a correlation approach. This research was conducted by Pipin Suryani in Hamlet III, Harapan Pondok Kelapa Village, Central Bengkulu. The population of this study were all adolescents aged 15-18 years in Hamlet III Desa Harapan, totaling 130 youths. The sample of this study were 15 teenagers who were randomly selected. The teenagers were given a questionnaire consisting of 10 question items to find out their parents' social class level. Then, a test was conducted to determine the ability to speak English. In this test, teenagers are asked to describe the beauty of the beach in the area where they live. The results of the Pearson Product Moment Correlation show that there is a close relationship between parents' social class and English language skills in adolescents in Hamlet III, Harapan Village, Pondok Kelapa, Bengkulu Tengah. This can be seen from the rcount between variable X (Parents' Social Class) and Y variable (Speaking Ability) which is greater than the rtable value, namely rcount>r table of 0.809 > 0.514. In other words, the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. In short, the ability to speak English is strongly influenced by the social class conditions of parents. When parents with a high level of social class will be able to meet all the needs needed by teenagers in the process of seeking knowledge. This is inversely proportional if the condition of the parents' social class is low.

ABSTRAK

Suryani, Pipin. 2023. Korelasi Antara Kelas Sosial Orang Tua Dengan Kemmapuan Berbicara Bahasa Inggris Sebagai Bahasa Asing Remaja Di Dusun III Desa Harapan Pondok Kelapa Bengkulu Tengah 2022.

Pembimbing :   **1. Dr. Syamsul Rizal, M.Pd**
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Kata Kunci : Kelas Sosial, Kemampuan Berbicara

Tujuan dari penelitian ini adalah untuk mengetahui seberapa erat hubungan antara kelas sosial orang tua remaja dengan kemampuan berbicara bahasa inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan korelasi. Penelitian ini telah dilakukan oleh Pipin Suryani di Dusun III Desa Harapan Pondok Kelapa Bengkulu Tengah. Populasi penelitian ini adalah seluruh remaja berusia 15-18 tahun di Dusun III Desa Harapan yang berjumlah 130 remaja. Sampel dari penelitian ini adalah 15 remaja yang dipilih secara acak. Para remaja tersebut diberikan angket kuisioner yang berjumlah 10 item pertanyaan untuk mengetahui level kelas sosial orang tua. Kemudian, dilakukan tes untuk mengetahui kemampuan berbicara bahasa inggris. Dalam tes ini, remaja diminta untuk mendeskripsikan tentang keindahan pantai yang ada di wilayah tempat tinggal mereka. Hasil dari Korelasi Pearson Product Moment menunjukan adanya hubungan yang erat antara kelas sosial orang tua dengan kemampuan berbahasa Inggris pada remaja di Dusun III, Desa Harapan, Pondok Kelapa, Bengkulu Tengah. Hal ini terlihat dari rhitung antara variabel X (Kelas Sosial Orang Tua) dan variabel Y (Kemampuan Berbicara) lebih besar dari nilai rtabel yaitu rhitung>r tabel sebesar 0,809 > 0,514. Dengan kata lain hipotesis alternatif (Ha) diterima sedangkan hipotesis nol (H0) ditolak. Singkatnya, kemampuan berbicara bahasa Inggris sangat dipengaruhi oleh kondisi kelas sosial orang tua. Ketika orang tua dengan level kelas sosial yang tinggi akan dapat memenuhi seluruh kebutuhan yang dibutuhkan remaja dalam proses pencarian ilmu. Hal tersebut berbanding terbalik jika kondisi kelas sosial orang tua rendah.

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CHAPTER I

INTRODUCTION

A. Background

Study conducted by a team from Georgetown University Medical Center, it was found that adults who speak multiple languages (polyglots) or who speak two languages (bilinguals) have more gray matter areas of the brain. This suggests the long-term benefits of mastering more than one language will change the brain. Mastering a foreign language has now become a must if we want to compete in the business world, the world of work and the world of education. Proficiency in foreign languages is also very helpful for hobbies traveling abroad. But aside from these reasons, several studies have shown that speaking more than one language is actually healthy and has many benefits, especially for parts of the brain.

Learning a foreign language can improve your mother tongue or native language skills. Because when using a foreign language, the brain carries out various

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translation processes without realizing it. The brain will automatically think: "What if this is done in Indonesia? What if this is in English? As a result, you will explore your mother tongue further. Geoffrey Willans, a linguist, said: "You can never understand one language until you understand at least two."

English is the official or at least spoken language in more than 100 countries. If you can speak English, then you can talk to more than 1.5 billion people around the world. One in four people in the world speak at least some English, and the number who are learning it continues to grow. For example, in China itself, the number of people learning English has outnumbered the entire population of the United States. If you master English, you can chat online, write letters and travel the world using only one foreign language.

By mastering more than one language, of course, you will be more confident in socializing. Because you have more abilities than people around you who are only able to communicate with one language. Mastering

English makes it easier for you to access various information that people around you cannot understand. So that you are ahead of every step of self-development. Because you have confidence and master a variety of information, this will have an impact on your attitude in everyday interactions. Then you are more flexible and wiser.

For this reason, it is necessary to have awareness within individuals to improve the quality of their resources, namely through education, by participating in compulsory education programs made by the government, whether they are attending public schools or attending private schools. Including in improving English language skills, especially in speaking skills. Learning English can be obtained within the scope of school or outside of school or self-taught. However, in reality, most Indonesians have a very low level of awareness of its importance. This lack of awareness is because in its implementation many people or students do not have the luck to experience school due to several

factors. Whether it's a factor that comes from within the individual or factors that come from outside the individual.

Picture 1 1 English speaking ability chart
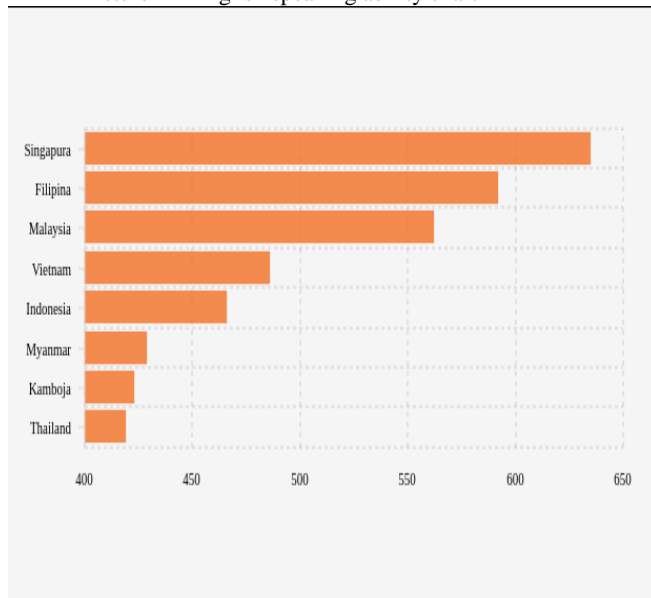
databoks.katadata.co.id

From the graph it can be concluded that the level of English language skills of the Indonesian people is only in fifth place. Thus, the level of English proficiency of the Indonesian people is still relatively low and needs to be improved.

There are several factors that cause someone to have difficulty in increasing their knowledge both within the scope of school or outside of school, this could be

due to inadequate road access for them to go to school, limited knowledge of parents about the importance of education, and economic factors. and condition of parents. Among the several factors above, the most dominant factor for someone to undergo or be able to experience school is the economic factor of parents. Many people are hindered in carrying out their studies due to the economic factors of their families. So many of them choose to work to help their family's economic condition, choose a school by relying on the scholarships provided by the school or choose to stay in school at a lower cost or in other words they can reach it even though they have less equipment to support their achievement. fine as long as they can go to school. In other cases, the purpose of going to school is to advance him from not knowing to knowing and several other achievements.

This is inversely proportional to someone who comes from a family whose economy is sufficient or even more to meet their living needs and school fees. So

that their parents choose schools with the best quality with complete learning support facilities or with schools that have good non-academic achievements without considering the cost. Even parents feel that they are not satisfied with what their children get at school, so parents provide additional knowledge outside of school by taking lessons. Whether it's tutoring that supports a child's academic or non-academic achievement. According to research conducted by Sinta Dyana shows that "There is a significant influence between the socio-economic conditions of parents on the learning achievement of sociology class XII IPS students of SMA Negeri 1 Karang Tengah, Demak Regency, 2008/2009 academic year".

So it can be said that the income earned by the parents or the economic condition of the family will affect the children's education. This can be reviewed by how parents meet the needs of their children. Related to their education, for example, learning facilities, whether online or offline learning facilities such as mobile

phones, laptops, internet, etc. or offline items, such as textbooks that are not in school or a supportive learning environment. Due to the different economic conditions of parents from one student to another, this will result in the fulfillment of the needs that should be obtained for their children. For example, for children who come from affluent families, they will easily get facilities to support their education, while children who come from families with a poor economy, their parents will be more concerned with the needs that are more important than the educational needs of their children, namely the needs of daily life. their day. By fulfilling these different needs, it will affect the achievements to be achieved by children.

Harapan Village is located within the Pondok Kelapa District, Bengkulu Tengan Regency, Bengkulu Province with an area of ±1000 Ha (data source Perda Bengkulu Tengah Regency No. 13 of 2011), a residential area of ± 300 Ha, of which 65% is land with a flat topography, most of this area is used as residential areas,

and oil palm plantations and 30% of peat swamps are used as agricultural land used for oil palm plantations 5% of peat swamps are still idle land, and along Harapan Village ± 4000 meters is a beach famous for the types of catches fish. Besides that, in 2008 coal waste appeared along the coast of Harapan Village, but in 2009 there was only marketing and the price was very competitive, which is one of the temporary sources of livelihood for the residents of Harapan Village at this time.

Based on the observations made by the researcher during the Community Service Program in the village, the researcher saw that the village consisted of a variety of different social classes, some with high, medium, and low socioeconomic classes. The category is taken based on three indicators, namely education, income, and type of work. The composition of the population according to the level of education in the Dusun III Harapan Village can be seen in the following table:

Table 1 1Level of education in the Dusun III Harapan Village

No	Education	Amount

1	Drop Out	120 person
2	Kindergarten / SD level	210 person
3	Middle School Level	350 person
4	High School Level	550 person
5	D1/II	150 person
6	DIII	100 person
7	S1	59 person
8	S2	15 person
9	S3	5 person

(Source : Profile of Harapan Village)

The composition of the population by type of work in the Dusun III Harapan Village is shown in the following table:

Table 1 2Type of work in the Dusun III Harapan Village

No	Type of Work	Amount
1	Regent	1 person
2	Consultant	1 person

3	Civil Servant	35 person
4	Midwife	2 person
5	Retired TNI / PNS	25 person
6	Village Apparatus	10 person
7	Tailor	6 person
8	Trade	5 person
9	Fisherman	8 person
10	Farmer	55 person
11	Farm Workers	63 person
12	Daily Worker Freelance	92 person
13	Traditional Sotcerer	5 person
14	Builder	90 person
15	Driver	10 person
16	Self Employed	187 person

17	Taking Care of Household	527 person
18	Not Yet Working	37 person

Based on the table above, it can be concluded that the people of Dusun III Desa Harapan have different levels of education and types of work. This indirectly shows that the income level of the pulse community is different.

Different socio-economic class levels make parents different in paying attention to their children's education. Parents with high social class choose to send their children to reputable schools with complete facilities to access all learning. There are even some parents who choose to send their children outside the Regency, namely in Bengkulu City. However, parents with low social class prefer to send their children to schools that are close to their homes and have simple facilities. This is done to save on education costs

because parents do not have the money to send their children to better places. In fact, there are some parents who are unable to send their children to school. In another sense, the child drops out of school and chooses to help his parents work.

On the other hand, parents with high socioeconomic class buy their children the need to access as much knowledge as possible such as cellphones, laptops, books, and others. There are even some parents in the village who put their children in private lessons to support their children in achieving maximum education. This is inversely proportional to parents whose social class is low. Don't buy them support facilities, even for their daily needs they lack.

These circumstances indirectly affect the achievement of children's learning, including the ability to speak English. Children with very adequate facilities will very easily access every lesson. Meanwhile, children with low parental economic conditions will find it very difficult to access learning due to lack of

facilities. In fact, at their school there is no English language learning because the school is still very simple.

Based on some of the problems mentioned above, the researcher is interested in researching matters relating to the discussion above with the title " A CORRELATION BETWEEN PARENTS' SOCIAL CLASS AND THE ABILITY TO SPEAK ENGLISH AS A FOREIGN LANGUAGE FOR ADOLESCENTS IN DUSUN III, HARAPAN VILLAGE, PONDOK KELAPA , CENTRAL BENGKULU IN 2022". This is based on the ability to speak English for adolescence, whether it comes from the condition of the parents' adequate socioeconomic class and the low socioeconomic class condition of their parents. So, the purpose of this research is to find out how big the socio-economic class condition of the parents and the low socioeconomic class condition of the parents are on the ability to speak English as a foreign language for adolescence.

B. Identification of the Problem

Based on the above background, the problems that can be identified are as follows:

1. Lack of ability to speak English in adolescents in hamlet III, Harapan Village, Pondok Kelapa District caused by the lack of facilities provided by parents.

2. Parents are not able to provide the best education for their children due to low socioeconomic conditions.

3. Several adolescents in the village chose to drop out of school because they preferred to work to help their parents.

C. Limitation of the Problem

It is vital to limit the problem based on the difficulties that have been identified in order for researcher to conduct more direct research on current issues and to prevent addressing issues that fall outside of their purview. This study is restricted to the issue of how socioeconomic class affects adolescents in Dusun III, Harapan Village's capacity to speak English as a foreign language.

D. Research Question

1. Is there any correlation between social class and the adolescents' ability in speaking English at Dusun III, Harapan Village?

E. Research Objectives

Based on the aforementioned definition of the issue, the purpose of this study is to: Ascertain whether there is a relationship between social class and the English-speaking proficiency of the adolescents at Dusun III, Harapan Village.

F. Operational Definition

A researcher's actions to measure or change a variable are specified in an operational definition. By outlining the steps that must be taken by researchers to measure certain variables, the operational definition establishes the bounds or meaning of a variable. A definition that is operational is one that is founded on measurable standards. A definition that is operational is one that is based on the observable properties of the concept being defined or changing concepts in the form

of constructions with words that describe observable behavior or symptoms and that can be tested and validated by others.

1. Research Variables

Traits that are being investigated are variables. As an illustration, consider gender, socioeconomic class, career mobility, etc. In the study, there are five different types of variables that are known: independent variables (independent), dependent variables (dependent), intermediate variables (moderate), intervening variables, and control variables. There are four different types of variables, depending on the measuring scale: nominal, ordinal, interval, and ratio. A research variable is a variable that is created as either an independent variable or a dependent variable in line with the requirements of the researcher's hypothesis so that data is gathered before inferences are made. In this study, the factors include:

a. *Independent Variable (X)*

The dependent variable is affected by the independent variable, both favorably and unfavorably.The independent variable in this study is social class. Social class is the basic difference between people in Dusun III, Desa Harapan which includes education, employment, and income.

b. *Dependent Variable (Y)*

The dependent variable is the type of variable that is influenced by the independent variable. The dependent variable in this study is the ability to speak English as a foreign language. The ability to speak English as a foreign language is the ability of the youth of Dusun III Desa Harapan in using English in their daily life.

G. Research Significance

The benefits that are expected to be obtained from this research are:

1. Theoretically

   a. This research can contribute ideas in developing knowledge about social class on the ability to speak English as a second language.

   b. The results of this study can be used as reference material and consideration in future studies.

2. Practically

   a. For Teens

   This research is expected to motivate teenagers to further improve their English speaking skills. This is considering the importance of English in the current era of globalization.

   b. For Parents

   Can motivate parents to always pay attention to education for their children, especially in English education.

c. For Researchers

   To add insight for the author to form a person who is responsive and pays attention to the importance of English at this time. It is also hoped that this research can be used as reference material for all parties who want to use it, especially those related to the problems in this research.

CHAPTER II

LITERATURE REVIEW

A. Theory Study

1. Social Class

a. Definition of Social Class

Social class can be interpreted as the position of a person or family who is in a layer of society, where the position is known consciously and recognized by the general public.

The opinion of several experts regarding social class, starting from Mayer, P.A. Sorikin, and Max Weber. According to Mayer, social class within the scope of society is based on economic elements. This means that social class subordinates individuals and families to the same economic position. Meanwhile, according to P.A Sorikin, there are three classes that are interconnected in the existing social classes in society, namely the

class based on economics, the class based on politics, and the last class based on work.

According to Max Weber, there are three classes in social class, namely property class, acquisition class, and social class. Property class is a person's social class based on ownership of living equipment or property, land and other goods. Acquistion class is a person's social class in society which is determined by the opportunity to use his skills. And the last is Social class, which is a class of a person in society based on his position in a society or social.

b. Socio-Economic Condition

The socio-economic conditions of people are different and stratified, there are those whose socioeconomic conditions are high, medium and low. According to John W. Santrock, "Socio-economic status is the categorization of people according to their economic, educational and occupational characteristics". Meanwhile,

according to Sugihartono, "the socio-economic status of parents includes the level of education of parents, parents' work, and parents' income".

According to Eka in his Thesis (2021, 15) the socio-economic condition in question is a condition where the existing socio-economic regarding the level of a person's position in society and the business in order to create goods and services, in order to fulfill one's needs, both spiritual and physical needs. The meaning of socio-economic conditions here are matters relating to parents' income, parents' economic status, education and parental occupation.

According to Handoko in Eka (2021, 20) socioeconomic is the measure or criteria used to classify members of society into certain classes, namely wealth, power/position, honor, and education/science. So it can be concluded that there are many indicators in dividing the level or

position of humans in social life, namely from the level of income, education or work.

From a few of the above-mentioned professional viewpoints, it can be said that the socioeconomic condition of parents is the status or position of parents in society based on criteria indicators including education, employment, income and power or social positions held by parents in the community.

c. Social Class Indicators

According to Soejono Soekanto, social class has indicators or measures. These indicators can be divided into three types, among others.

1) Education

Education is the process by which a group of people acquire the knowledge, abilities, and practices that are passed down from one generation to the next through teaching, training, or study. Education is learning, whether it be information, abilities, or practices

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that are transmitted from one generation to the next through instruction, research, or other means.

According to Horton and Hunt in Eka (2021, 21) the goal of education is to prepare community members to earn a living and to develop one's talents for the benefit of society. The advantage of conducting community education is that the community can shift its perspective from previously believing traditional statistics and move in a better direction, namely dynamic reasoning who will be responsible for the size of the family.

According to Horton and Hunt, the manifest function of educational institutions is to prepare community members for earning a living, developing individual talents for personal satisfaction or for the benefit of society, preserving culture, instilling skills that

are important for participation in democracy and so on.

In general, the level of education will affect income. If the education of the community is high, the income obtained will also be high as well as the status obtained in the community and vice versa. The purpose of higher education is people who have been in or occupy junior high school or someone who has occupied college.

2) Income

According to David Ricardo in Eka (2021, 22), wages are the price of labor. Wages received by workers in the form of money are called nominal wages, while goods and services that can be purchased at nominal wages are called real wages. Wages are divided into two types, namely natural wages and market wages. Natural wages are wages that are equal to the cost of living to produce labor, while market

wages are wages that are formed in the labor market and are determined by the law of supply and demand.

Income according to the economic dictionary is money received by a person in the form of salary, rent, interest, and profit. The Central Bureau of Statistics breaks down revenue into the following categories:

a) Income in the form of money includes any monetary gains that are regular in nature, typically earned as a reward or counter accomplishment, and whose source is one of the following:

(1) Salaries and wages from regular employment, side jobs, overtime, and sporadic labour.

(2) Own business, which comprises commissions, sales from home crafts, and net revenue from own business

(3) Returns on investment, namely income from land ownership rights. The owner's rights provide money in the form of serial profits.

b) Income in the form of goods, namely: payment of wages and salaries specified in rice, medicine, transportation, housing and creations.

Based on the classification, the BPS (Central Statistics Agency) divides the population's income into 4 groups, as follows:

a) The very high income category includes those whose average monthly income exceeds Rp. 3,500,000.

b) A group is considered high income if its monthly average income is between Rp. 2,500,000 and Rp. 3,500,000.

c) The group with a medium income is one where the average monthly income is between Rp. 1,500,000 and Rp. 2,500,000.

d) A low income group is one whose average monthly income is less than Rp. 1,500,000.

3) Type of Job

   Humans are evolving and dynamic beings. Humans are known as creatures who enjoy working; they do so to satisfy their secondary requirements, which include higher education, vehicles, entertainment equipment, and so on, in addition to their basic needs of clothing, food, and parental care (Mulyanto in Resty, 2019: 32).

   Because all wants are met by work, socioeconomic class will be determined by work. Work has worth beyond just the financial aspect; human attempts to find fulfillment and receive compensation in the form of commodities and services will meet their basic requirements. Work affects a person's ability to earn money, so it is important for everyone to

have a job that satisfies both their physical and psychological demands. Soeroto defines work in Resty (2019, 32) as an activity that generates products or services for oneself or others, whether people do it for pay or not.

In order to make it clearer, Soeroto explained that working people will earn income and that from the income that person receives, it is given to him and his family to consume goods and services produced by development. If a person is productive, then he has actually engaged in real and active development.

People who work serve to obtain status, to be accepted as members of a socioeconomic class unit, and to contribute to their status from a social perspective. The purpose of labor is not simply tied to the economic side of providing revenue for the family.

So in determining a person's socioeconomic class can be seen from the type of work can be given the following limits.

a) High-class jobs, such as technical experts, administrative staff, civil servants, police, TNI, leaders of an agency, both government and private, etc.

b) Medium class jobs, such as sales and service jobs

c) Low-class jobs, such as day laborers, farmers, fishermen, builders, transport drivers, etc.

2. Adolescence

a. Definition of Adolescence

Adolescence is a very important period in the span of human life, is a period of transition or transition from childhood to adulthood. There are several definitions according to the figures regarding the notion of youth, such as:

Elizabeth B. Hurlock The term adolescence or youth comes from the Latin word (adolescene), the noun adolescentia which means teenager which means "to grow" or "grow up to become an adult". Other periods in the child's life span are considered to be adults when they are able to reproduce.

The term "adolescence" as it is used today encompasses a wide range of developmental stages, including mental, social, and emotional maturity. Piaget expressed this idea when he said, "Psychologically, adolescence is the age at which individuals integrate with adult society, the age at which children no longer feel below the level of older people but are in the same level, at least in terms of integration in society (adults) have an effective aspect, more or less related to puberty.

John W. Santrock defines adolescence as a stage of development that occurs between infancy and maturity and is characterized by biological, cognitive, and social-emotional changes. The

WHO (World Health Organization) holds the view that adolescence is a time when an individual matures from the time he first displays signs of sexuality until he reaches sexual maturity, experiences psychological development, changes in identity from childhood to adulthood, and transitions from a state of total social dependence to one that is relatively more independent.

Hurlock asserts that early adolescence lasts from the ages of 13 to 16 or 17 and that the end of adolescence begins at the ages of 16 or 17 and continues until the age of 18, which is the legal mature age. Therefore, the period at the conclusion of adolescence is quite brief. According to Santrock, adolescence begins between the ages of 10 and 12 and lasts until the age of 21 or 22.

Psychological statistics show that teenagers often fall into one of three age groups, namely:

1) The early adolescent phase, which lasts from 12 to 15 years.

2) The middle adolescent stage occurs between the ages of 15 and 18.

3) The last stage of adolescence, which lasts from ages 18 to 21.

As a result, the age groups of adolescents can be viewed and explained as follows: Early adolescence is from the ages of 12 to 15, middle adolescence is from the ages of 15 to 18, and late adolescence is from the ages of 18 to 21. It will be simpler to determine whether a teenager is in his early teens, middle teens, or late teens if you are aware of the characteristics of our childhood.

b. **Characteristics of Adolescence**

According to Hurlock, adolescence differs from the years prior to and following it in a number of ways. These characteristics include:

1) Elevation of emotions based on the level of physical and psychological changes that occur. During adolescence, emotional changes become more prominent. This is because adolescents are

under social pressure in dealing with new conditions.

2) Changes in the body, interests and roles expected by social groups.

3) Changes in mindset that result in values also changing, what is considered in childhood is considered unimportant.

4) Most teenagers are ambivalent towards any change, they want freedom, but they are often afraid of being responsible for the consequences.

The characteristics of adolescents in addition to the things mentioned above are:

1) Adolescence have very sensitive feelings

2) Mental ability and intelligence have begun to perfect

3) Very difficult early teens to deal with

4) Early adolescence is a critical period

3. Speaking Ability

a. The Truth Speaks

According to Nida (2017: 29) speaking is a type of behavior that has linguistic, semantic, neurological, psychological, and physical components. To create language sounds when speaking, a person employs physical components, specifically speech instruments. Speech fluency is influenced by psychological elements, such as emotional stability, which is highly helpful. Speaking is influenced by neurological processes, namely the neural network that links the cerebellum to the lips, hearing, and other speaking-related organs.

Speaking is a skill in conveying messages that are carried out orally. According to Rofi'uddin in Nida (2017: 30) speaking is the ability to pronounce articulation sounds or words to vocally express, state, and convey thoughts, ideas, and feelings. The ability to pronounce articulation

sounds or words to express, state, and convey thoughts, ideas, and feelings is one of the speaker's talents. It is referred to as a form or manner of speaking and is used to convey thoughts that have been collated and developed in accordance with the needs of the listener or listeners.

Speaking is the act of expressing one's thoughts, ideas, and feelings by pronouncing articulation sounds or words. Speaking is the ability to communicate with others through spoken language in a straightforward manner. Speaking is an essential part of human life in general. All current tasks can be supported by strong speaking abilities. The level of a person's proficiency in conveying information orally is significantly influenced by their ability to talk. Speakers need to be able to communicate with people effectively. This suggests that the speaker must be very proficient at speaking clearly and effectively in

order for the listeners to successfully absorb the speaker's knowledge (Nida, 2017: 2).

Thus, a person's success in conveying information orally is strongly influenced by their speaking abilities. The language, content, and fluency of someone's speech are all indicators of how well-spoken they are. If someone uses the language to the utmost, it can be seen in all of its facets how well they understand it. Speaking abilities are important for both students and teachers since they serve as learning tools and subjects. If this skill is not regularly practiced, it will not grow. You can improve your speaking abilities by consistently practicing. On the other side, speaking abilities are challenging to develop if you are timid, unconfident, and frightened to make a mistake while practicing. If pupils have the chance to speak to people informally and organically, speaking abilities will be easier to develop. Teachers must design a variety of

learning environments during class activities that enable pupils to hone their speaking abilities.

Speaking is essentially a process of communication because information is transferred from one source to another throughout it. Using oral discourse to convey ideas, emotions, knowledge, experiences, opinions, and comments in speeches, discussions, report presentations, protocols, and interviews, as well as in a variety of literary works like short stories, young adult novels, poetry, and plays, has actually been said to be the essence of learning to speak.

b. **Speaking Characteristics**

It can be difficult to communicate with Indonesians in English. This is due to the fact that when speaking English, one must consider both grammatical accuracy and the social function of the uttered sentence; this must be done voluntarily when speaking. Celce and MC Intosh also noted that "There are continual reminders that fluency in

speaking is arguably the most difficult of all second language abilities to learn" in reference to the difficulties of speaking English for non-native speakers. Speaking is defined in Webster's Third New International Dictionary as "the act of expressing thoughts in the words, conversation, or discussion," while speaking is defined as "face-to-face communication" in Chambers Dictionary.

Meanwhile, Arthur Hughes defines "Speaking is the ability to interact successfully in that language". Based on these definitions, it can be concluded that speaking is an activity using words to express feelings, ideas and opinions. Basically speaking has three purposes, namely (1) informing something, (2) entertaining, and (3) attracting sympathy. Intensive study is required, such as giving simple tasks like greeting, apologizing, giving information, offering something, receiving and rejecting requests, ideas, and so on, in order to improve speaking abilities

when learning English everyday by working in couples or groups.

When learning to speak English in class, the success of speaking activities is characterized, among others, as follows:

1) The number of students speaking, in the sense that speaking activities with most of the time allocated are intended for students.

2) Even distribution of student participation, in the sense that all students have the opportunity to speak and contribute to the achievement of the objectives of the activity.

3) The high motivation of students is indicated by their interest in the topic of the activity and having something new to say.

4) The acceptability of the direction of the language used, in the sense that one student and another use relevant and mutually understandable utterances.

Currently, the majority of English teachers concur that communication is the key to learning the language. The most effective method for attaining this objective is interactive and collaborative language training. The most effective way to accomplish this is through collaborative and interactive language teaching. To do this, use interactive language instruction. Real-life scenarios that call for conversation serve as the foundation for interactive language learning. Students in an English lesson can interact with one another by using this technique.

c. **Speaking Component**

Speaking is a part of communication. The components that support the occurrence of a communication will automatically build the creation of a conversation. According to Tarigan, the components that are always involved and influence the conversation are as follows:

1) A communicator is a person or group of people who convey thoughts, feelings, or desires to others. In the sphere of speaking, the role of the communicator is also known as the speaker. The task of the communicator is to form a code (language). Communicators can act individually or in an institutionalized collective.

2) Messages are meaningful symbols, namely symbols that convey the thoughts or feelings of the communicator. Messages conveyed by language or other symbols within the scope of speaking are in the form of the content of the conversation or the topic of conversation. Message is a physical product of the codification process. If someone speaks, then the conversation is a message. If someone writes, then the writing is a message. When someone makes a movement, then the movement is a message. The message is influenced by the code/symbol used to transfer

meaning and is influenced by the decision to select and organize the code and content.

3) The communicant is a person or a number of people who are the target of the communicator when he conveys his message. In the sphere of speaking, the communicant is the listener. Communicants can be in the form of large groups or small groups. Differences in large or small groups based on their nature require a communicator to communicate with different styles and techniques.

4) Media is a means to channel messages conveyed by communicators to communicants. In general, the medium used in communication is language. Media in the form of equipment is used in communication if the communicant is in a place far from the communicator and/or there are a lot of them.

5) Effect is the response, response, or reaction of the communicant when he knows they receive a

message from the communicator. So, the effect is the result of the communication process. The effect creates an interaction between the communicator and the communicant. The effect given by the communicant will be in accordance with the expectations of the communicator if an understanding of the content of the conversation has been created.

d. Types of Speaking

Speaking is an oral communication that takes many forms. The Ministry of National Education classifies the types of speaking based on several things, namely the situation, purpose, number of listeners, special events, and delivery methods.

First, speak based on the situation. Situation is the type of speech event that occurs based on the cultural definition of the event. The speaking situation consists of formal, informal, and non-formal. Formal speaking includes lectures, planning and assessment, interviews, debates,

discussions, and storytelling (in formal situations). Informal speaking includes exchanging experiences, conversations, delivering news, announcements, telephone calls, and giving directions. The situation of the conversation will determine the formality and informality of a conversation. A conversation in one situation is usually said to be formal but in other situations it may turn out to be informal or even non-formal.

Second, speak based on purpose. Goals are part of the final component of communication. The purpose in question is what the utterance is said for or what is expected to be achieved after the utterance is spoken. Goals are a very decisive component of communication. It can be said that there is no communication without a purpose. Based on the purpose, there are several types of speaking, namely speaking to entertain, inform, stimulate, convince, and move.

Third, speak based on the number of listeners. Based on the number of listeners, speaking consists of several types, namely interpersonal speaking, small group speaking, and large group speaking. Interpersonal speaking is an activity of talking between two people which aims to get to know, relate, influence, play, and help other people. Small group speaking is speaking in a group of people with the aim of sharing information, developing ideas, solving problems and helping certain parties. Speaking in large groups or organizations speaking in a formal organizational setting that aims to increase productivity, raise morale, provide information, and convince every member of the organization.

Fourth, speak based on special events. There are several types of speaking based on the specific events that are behind it, such as sermons, propaganda, scientific orations, presentations, campaigns, reporting, and agitation. Sermon is an

activity of speaking in front of an audience in delivering messages about religion. Propaganda is speaking in front of an audience with the aim of conveying ideas so that the interlocutor becomes convinced and believes. Scientific orations are often delivered by a subject matter expert in a particular scientific discipline based on scientific theory. Presentation is public speaking to explain information to an audience followed by a question and answer session. Campaign is speaking in front of an audience with the aim of influencing the masses. Reporting is a form of submitting a report about an incident. Agitation is an activity of speaking in front of an audition whose main purpose is to raise enthusiasm.

Fifth, speak based on the delivery method. Speaking based on the delivery method consists of four types, namely sudden speech, speaking based on notes, speaking based on script, and speaking

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based on memory. Types of speaking based on these criteria are the same as speech qualifications.

4. English as a Foreign Language

One objective of language learning is to become able to communicate via language. A learning strategy that takes students' developmental requirements into account is necessary to meet the learning objectives. Learning a language is essentially learning to communicate. The goal of learning English is to increase students' proficiency in oral and written English communication.

In language learning theory, there are a pair of terms that are often contradicted, namely the terms language learning and language acquisition. Krashen in Nida (2017, 52) states that language learning is an activity that takes place consciously in the context of mastering a language. Krashen links language learning with formal learning in the classroom. Among other important characteristics according to

Krashen is that language learning tends to operate on error correction and isolate rules.

In relation to acquisition, Krashen explains as a process of mastering language that takes place unconsciously through exposure and takes place in a natural setting. In language acquisition, one is not bothered with the problem of right and wrong from a grammatical point of view, but rather emphasizes the meaning of the communication process.

According to Boyadzhieva in Yusra Maulina (2019, 6) In a setting where English is not the dominant language, English as a foreign language (for example Japanese learning English in Japan). While studying English in an EFL environment, the students speak their native tongue outside of the classroom. In general, there are numerous benefits to learning a foreign language. Because it is required in the curriculum, perhaps a sizable portion of language students worldwide participate in it. Some people wish to learn English or another foreign language

because they believe it will help them improve in their careers, whether they are in business, higher education, or something else entirely. With two languages under their belts, they will have more opportunities than if they simply speak their home tongue.

Foreign language instruction and learning have long played a significant role in people's social lives. As the time goes by, there are many approaches that teacher have used to teach English as foreign language (Boyadzhieva in Yusra Maulina, 2019). Three theories called behaviourism, mentalism and structuralism have influenced the language teaching in many aspects. Each of these approaches emphasis on different things. However, they all have an underlying similarity in the approach to syllabus and to the teaching.

B. Previous Research Studies

Several empirical study results are relevant to this research and are expected to further sharpen and

strengthen the formulation of the framework. Previous research is very important as a basis for the preparation of this research. From several researchers about the variables that affect social class on the ability to speak English.

First, in the thesis written by Riyati, entitled " TINGKAT KESULITAN BELAJAR BAHASA INGGRIS PADA SISWA KELAS XI SMA XAVERIUS I JAMBI TAHUN AJARAN 2019 / 2020" . In her thesis, Riyati concluded that the achievement of the results of the level of English difficulty in class XI students tends to be high, allegedly because it is caused by: (1) internal factors which include students who do not have talent, lack of interest and motivation in learning English. (2) external factors include teaching methods that are not appropriate or inappropriate, such as materials that are not suitable or not in accordance with the wishes and needs of students, limited hours of English lessons provided by the school (two hours a week), and family factors such as the use of everyday language at home

and in the surrounding community, as well as the busyness of parents due to work. In a study written by Riyati, several factors can cause difficulties in learning English as a whole in students. Meanwhile, in the research I will be doing, I will only focus on one factor that hinders the low mastery of vocabulary and pronunciation of English as a second language. In the research that I will be doing, I will reveal how social class can affect the success of adolescents in mastering vocabulary and pronunciation of English as a foreign language. In the research written by Riyati, the subject and the place of research are students and at school. While in the research that I will do, I will conduct this research in a village and with the subject of the village youth. The reason I chose the village as the place of my research is because it fits my title which is related to social class and community environment. The reason I chose the village as the research site was because in my opinion the social class in the village varied so that I would get data that would be more significant than the

research that would be conducted in schools. Usually a school does not vary much in the social class of the students' parents. The reason I chose adolescents as my research sample is because adolescence is a time when people are constantly looking for something new. Adolescence is also an age that is still very fresh in receiving lessons and teenagers also still have very strong memories of what is learned.

Second, in the thesis written by Sinta Dyana Santi, entitled "PENGARUH KONDISI SOSIAL EKONOMI ORANG TUA TERHADAP PRESTASI BELAJAR SOSIOLOGI SISWA KELAS XII IPS SMA NEGERI 1 KARANG TENGAH KABUPATEN DEMAK TAHUN AJARAN 2008/2009" . In her thesis, Sinta concluded There is a significant influence between the socio-economic conditions of parents on the learning achievement of sociology class XII IPS students of SMA Negeri 1 Karang Tengah, Demak Regency, 2008/2009 academic year. In a study written by Sinta Dyana Santi, it was stated that the socio-economic conditions of

parents on the socio-economic learning achievement of the XII IPS class students of SMA Negeri 1 Karang Tengah, Demak Regency, 2008/2009 academic year. In this case, the research conducted by Sinta Dyana Santi only discusses the socio-economic influence which means that it is only related to income or finance. Meanwhile, in the research that I will be doing, I will reveal how social class affects youth's ability to speak English as a foreign language. In this case, I will discuss broader matters from the research conducted by I will discuss social class in 3 indicators including income, parental education, and type of work.

Third, in the thesis written by Fatiha Sabilaputri Matondang, entitled "PENGARUH STRATAFIKASI SOSIAL TERHADAP PRESTASI BELAJAR SISWA KELAS VIII SMP SWASTA BUDISATRYIA MEDAN" . In her thesis, Fatiha concluded In a study conducted by Fatiha Sabilaputri Matondang stated that social stratification in the dimension of the social economic status of parents has a low effect. Learning

achievement is not only influenced by socio-economic factors of parents but is influenced by several factors, namely, (1) factors contained in students or internal factors such as student interests and attitudes, learning motivation, learning concentration, student goals and intelligence. (2) school factors, teachers and learning methods, learning models, learning tools, school time curriculum, teacher and student interactions, school discipline and educational media. (3) community environmental factors, student activities in the community, friends to hang out with and environmental way of life. In the research conducted by Fatiha Sabilaputri Matondang, it discusses the effect of social stratification on overall learning achievement, while in the research I will do, I will discuss more specifically, namely only discussing the ability to speak English as a foreign language.

C. Thinking Framework

According to Uma Sekaran in Sugiyono (2018, 60), the conceptual model of how theory links to many

elements that have been recognized as significant difficulties is the framework of thinking. The relationship between the variables to be researched will be conceptually explained using a solid thinking framework. Therefore, a theoretical explanation of the link between the independent and dependent variables is required. If moderator and intervening factors were used in the study, an explanation of their inclusion was also required. The relationship between these variables is subsequently formalized as a research paradigm. As a result, a conceptual framework must serve as the foundation for any study paradigm.

If a study uses two or more variables, the study's framework of reasoning needs to be described. The researcher's actions, in addition to providing a theoretical definition for each variable, are also an argument against the magnitude variation of the variables researched if the research simply examines one or more variables in isolation (Sapto Haryoko in Sugiyono, 2018: 60). Studies using two or more variables typically develop

hypotheses through comparisons and correlations. Therefore, it is vital to present a framework of thought in order to construct research hypotheses in the form of relationships and comparisons. The graphic illustrates the phases in creating a conceptual framework that leads to a hypothesis.

The ability of adolescents in Dusun III, Harapan Village to speak English as a foreign language will be examined in this study to determine the impact of social class on that ability. The separation of community groups into social classes, whose members share similar attitudes, interests, and behaviors, is largely stable and consistent. Among other things, the researcher in this case makes use of three markers of social class differences: level of education, salary, and line of employment. An individual's capacity to use English as a foreign language in conversation and daily activities is known as the ability to speak English as a foreign language.

The researcher can sum up the framework of thought as follows based on the explanation above:

Chart 2 1Thinking Framework

D. Hypothesis

An assertion regarding the correlation between two or more variables is known as a hypothesis. Theories, suppositions, observations made by oneself or others, broad impressions, and still extremely tentative conclusions are used to develop hypotheses. The hypothesis is a short-term solution to the stated research challenge. The theory is not yet supported by data

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collection-derived empirical facts. The hypothesis in this study is

H_a : There is a correlation between social class and the ability to speak English as a foreign language for Dusun III adolescents in Harapan Village.

H_0 : There is no correlation between social class and the ability to speak English as a foreign language for adolescents in Dusun III Harapan Village.

CHAPTER III

RESEARCH METHODS

A. Research Design

This study uses quantitative research methods. It is possible to define study quantitative as a positivist research methodology that uses research instruments to gather data, quantitative or statistical analysis to evaluate hypotheses, and investigate specific populations and samples (Sugiyono, 2018 : 8).

As said by Samsu (2020, 117) Generally speaking, there are two main categories of quantitative research methods: experimental and non-experimental. While non-experimental research can take the shape of descriptive, comparative, correlational, survey, ex post facto, historical, and other forms, experimental research can be further split into quasi-experimental, single-subject, and other forms. The correlational method was employed by the researcher in this investigation. A study that examines the degree of association between variables is the correlational technique. The correlation

coefficient is the word for the measurement used to establish the strength of a link, particularly for quantitative data. The capacity to speak English fluently among adolescents in Dusun III, Harapan Village, and the socioeconomic class of parents were the two variables that this study will examine as its relationship between two variables.

B. Research Place

This research took place in Dusun III, Harapan Village, Pondok Kelapa District, Central Bengkulu Regency. Where in this study, researchers will examine whether there is a significant correlation between social class and the ability to speak English as a foreign language in adolescents in the village.

The time for this research is estimated to be one month, namely on 1 December until 30 Desember 2022.

C. Population and Sample

1. Population

According to Sugiyono (2018: 80) "the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions". The population in this study were all adolescents in Dusun III, Harapan Village. Based on the data obtained by the researcher, the population in this study were all teenagers with an age range of 15-18 years in Dusun III, Harapan Village with a total of 130 people.

2. Sample

Sugiyono (2018: 81) claims that the sample reflects the size and features of the population. While the sample size is a step in figuring out how big of a sample is used in a study. In this study, researchers used probability sampling technique. The samples taken were 15 adolescents aged 15-18 years in Dusun III, Harapan Village, this was due to the relatively

large number of adolescents. This is in accordance with Arikunto's statement (2013:62) that "For ancer-ancer, if the subject is less than 100, it is better to take all of them so that the research is a population study. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more."

D. Research Instruments

Research instruments are equipment or tools used by researchers to collect data in order to make their work easier and produce better findings in that the data is more accurate, thorough, and systematic so that it is simpler to process. The research instrument can also be interpreted as a research benchmark to examine the symptoms that occur in the field based on indicators to sub indicators.

A questionnaire served as the researcher's research tool about the socioeconomic class of the parents of adolescents in the village and documentation. The instrument was developed in several indicators, namely education level, income level and parents' occupation.

To test the adolescent's ability to speak English, the researcher conducted an speaking test.

E. Types and Sources of Data

Primary data were used by the researcher in this investigation. Primary data is information that is analyzed using SPSS software and is presented as numerical results from a scale of questions that researchers deliver to respondents. The questionnaires that researchers provide to participants are questions-based questionnaires. While the source of data from this study were adolescents who were in Dusun III, Harapan Village.

F. Data Collection Techniques

In order to obtain accurate and accountable data, in this study the researcher will carry out 4 data collection methods, namely:

1. Observation

According to Sugiyono (2018,145) comparing observation to other methods of data collecting, such

as surveys and interviews, reveals certain differences. If surveys and interviews always involve talking to people, then observations should also include other natural objects. According to Hadi in Fenti (2020) "observation is a complex process, a process composed of various biological and psychological processes". According to Marshall in Fenti (2020) observation is: "through observation, the researcher learns about behavior and the meaning attached to those behavior". Based on the statement that through observation, research can obtain data by studying and understanding behavior directly. Researcher is better able to comprehend the context of the data in the broader social situation with the help of field observations.

In this study, researcher have made observations since April, which coincided when researcher conducted KKN in the village. In the process of observation, researcher have seen the state of the place, the object of research and various

activities carried out by the community, especially adolescents.

2. Speaking Test

Tests are a tool for evaluating a person's skill, knowledge, or performance in a certain field. In this study, researcher will test 15 adolescents in Dusun III, Harapan Village, which is intended to test the adolescent's English speaking ability. The researcher conducted a test to gain data of the adolescents speaking proficiency. The data of adolescents speaking scores will be collected through these procedures:

a. The researcher came to the village to meet adolescents who became the subject of the research and explained to adolescents the importance of research.

b. The researchers distribute the topics to the adolescents.

c. The researcher gives the adolescents time to prepare their selves.

d. The adolescents begin at the speaking test. In this case, the researcher listened and recorded the adolescents' speaking ability based on their topic in village. It is used to support the authenticity of the research.

3. Questionnaire

The data obtained in this study were obtained by distributing questionnaires, namely the researcher went directly to obtain data from the parties concerned directly or also called primary data. According to Sugiyono (2018: 193) "primary data is a data source that directly provides data to data collectors".

Furthermore, the researcher took direct data on the object of research by distributing questionnaires. The questionnaire was given directly to the respondents who had been sampled, the questionnaire given to the respondents contained several questions that had to be answered by the respondents which aimed to measure the correlation of social class on the

ability to speak English in adolescents in Dusun III Harapan Village.

A closed questionnaire is used by the researcher, and responders can only select from the options provided. The Likert scale is the measurement scale utilized in this tool. According to Suryani and Hendryadi (2018, 131) Rensist Likert, a sociologist from the University of Michigan, is credited with creating this scale in the 1932 essay "*A Technique for the Measurement of Attitudes*" which was published in the Archives of Psychology. The Likert scale is used to assess how socioeconomic class affects teenagers' English language proficiency. The variables to be measured are converted into variable indicators using a Likert scale. The instrument components, which may be in the form of statements or questions, are then assembled using the indicator as a point of departure. For the purposes of quantitative analysis, the answer can be given a weighted value (score) as follows:

Table 3 1Likert scale

No.	Attitude	Value Weight
1.	Strongly Agree (SS)	5
2.	Agree (S)	4
3.	Doubtful (RR)	3
4.	Don't Agree (TS)	2
5.	Strongly Disagree (STS)	1

4. Documentation

According to Fenti (2020, 84) "Documentation is a record of events that have already taken place". Documentation can be in the form of writing, pictures or monumental works of someone. In this study, researcher obtained these data from the Village Head, Village Apparatus, as well as residents and adolecents in the village.

G. Data Analysis Techniques

1. Instrument Validity, Reliability and Normality Test

a. Validity test

According to Sugiyono in Komang (2020, 53) validity is an index that shows that the measuring instrument provides measurement results that are in accordance with the purpose of measuring or actually measuring what is being measured. Validity test is carried out if the variables used in the study are latent variables. A latent variable is a variable that cannot be calculated directly, so it takes a manifest variable that is used to get the value of a latent variable. The manifest variable is a component of a concept that can provide an indication of the latent variable.

According to Sugiyono in Komang (2020, 55) "usually the minimum requirement to be considered eligible is if r = 0.3", so if the correlation between items with a total score of less than 0.3 then the items in the instrument are declared invalid".

According to Ghozali (2018: 51), the validity test is used to determine whether or not a research questionnaire is valid. A questionnaire is said to be valid if the questions in the questionnaire are able to reveal something that will be measured by the questionnaire. The validity test is carried out by comparing the calculated r value with the r table value for degree of freedom (df) = n-2 with sig 5%, in this case n is the number of samples. The criteria for testing the validity test are as follows:

1) If r count > r table then the instrument or question items have a significant correlation with the total score (stated valid)

2) If r count < r table, then the instrument or question items are not significantly correlated with the total score (invalid).

b. Reliability Test

According to Purwanto in Komang (2020, 64) "reliability is the accuracy or accuracy of a measuring instrument in making measurements. A

research instrument is said to be reliable if the instrument can produce consistent research data, because consistent data can be trusted.

Reliability test is a tool to measure a research questionnaire which is an indicator of a variable or construct. Reliability testing is also used to test the consistency of the data held within a certain period of time, namely to find out to what extent the measurements used are reliable or trustworthy. Measurement of reliability is carried out by means of One Shot (measurement only once) that is the measurement is carried out only once and then the results are compared with other questions or measure the correlation between the answers to questions (Ghozali, 2018:45). The technique used in this study is Cronbach Alpha (α), which is a construct or variable that is said to be reliable if it gives a Cronbach Alpha value > 0.70, while to facilitate calculations in this reliability test, a

computer tool with the SPSS (*Statistical Package for Social Science*) (Ghozali, 2018:45).

According to Novalia in Dwima (2018, 62) the formula for testing the reliability of the instrument used in the questionnaire is by using the Cronbach Alpha formula:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)$$

Description :

r_{11} = instrument reliability

n = the number of questions or the number of questions

$\sum \sigma_i^2$ = total variance of each items score

σ_t^2 = total variance

c. Normality test

Normality test aims to test whether in the regression model the independent variable and the dependent variable or both have a normal distribution or not, the confounding variable or residual has a normal distribution. A good regression model is to have a normal or close to

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normal data distribution. The way to detect whether the residuals are normally distributed or not can be done by using the non-parametric Kolmogorov-Smirnov (K-S) test in the SPSS program. *Kolmogorov Smirnov* technique has criteria if the significance is below 0.05 then the data is not normally distributed, whereas if the significance is above 0.05 then the data is normally distributed. In addition, graphic analysis is one of the easiest ways to see the normality of the data by comparing the observation data with a distribution that is close to the normal distribution of probability plots. Normal probability plot is to compare the cumulative distribution of the normal distribution. The basis for making decisions is through (Ghozali, 2018:161-167).

2. Questionnaire Analysis

In this study, researcher distributed questionnaires to 15 adolescents in Dusun III, Harapan Village. The questionnaire focuses on

indicators of parents social class. The lattice rubric questionnaire of parents social class can be seen in the below :

Table 3 2 Grid Questionnaire Of Parents Social Class

No	Variable	Dimension	Indicator	Items
1.	Social Class	1. Income	BPS (Central Statistics Agency) distinguishes the income of the population into 4 groups, namely: 1. Very high	1,2,7,8,9,10

			income group is if the average income is more than Rp. 3,500,000 per month. 2. High income group is if the average income is between Rp. 2,500,00	

			0 to Rp. 3,500,00 0 per month. 3. The medium income group is if the average income is below between Rp. 1,500,00 0 to Rp. 2,500,00 0 per month. 4. Low	

			income group is if the average income is Rp. 1,500,000 per month.	
		2. Occupation	A person's socioeconomic class can be seen from the type of work can be given the following	3 and 4

			limits.	
			1. High-class jobs, such as technical experts, administrative staff, civil servants, police, TNI, leaders of an agency, both govern	

			ment and private, etc. 2. Medium class jobs, such as sales and service jobs 3. Low-class jobs, such as day laborers, farmers, fisherm	

			en,	
			builders	
			,	
			transport	
			t	
			drivers,	
			etc.	
		3. Education	In general, the level of education will affect income. If the education of the community is high, the income obtained	5 and 6

			will also be high as well as the status obtained in the community and vice versa. The purpose of higher education is people who have been in or occupy junior high school or someone who has	

		occupied college.	

Table 3 3 Rubric Assessment Questionnaire Of Parents Social Class

No.	Attitude	Value Weight
1.	Strongly Agree (SS)	5
2.	Agree (S)	4
3.	Doubtful (RR)	3
4.	Don't Agree (TS)	2
5.	Strongly Disagree (STS)	1

The data from questionnaire were analyzed to determine the parents social class by observing the mostly checked item in the strongly agree, agree, doubtful, don't agree, and strongly disagree. The following table shows the categories of social class level by using interval score bellow

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Table 3 4 Categories Of Social Class Level

No.	Interval	Categories
1.	80-100	High Class
2.	55-79	Medium Class
3.	0-54	Low Class

Source : Mustafa in Istia Fransiska's Thesis (2021)

The data obtained from the questionnaire were analyzed using percentage analysis. The formula in the following :

$$P = \frac{F}{N} \text{ x } 100\%$$

Where :

P : Percentage of adolescents' choice

F : Total of adolescents' choice

N : Total number of sample adolescents'

3. Speaking Test Analysis

The researcher conducted an English speaking ability test on adolescents in Dusun III, Harapan Village. The aspects assessed in this test were grammar, vocabulary, fluency, and pronounciation.

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Thus, it was inappropriate to use more compact

scoring criteria.

Table 3 5 Grid Adolescents' Speaking Ability

No	Competency Standards	Basic Competency	Subject Matter	Aspect Indicator	Value Scale
1.	Express very simple instructions and information in the context of natural beauty.	Accompanies actions in an acceptable manner involving speech acts: describing the beauty of Harapan beach.	Present about the beauty of Harapan Beach at least 3-5 minutes (Descriptive Text)	Grammar	1-5
				Vocabulary	1-5
				Fluency	1-5
				Pronounciation	1-5
Total Score					20

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For guiding the speaking test, the researcher used rubric of speaking test. The rubric used to assess adolescents' speaking ability is presented by Harris.

Table 3 6 Rubric Assessment Adolescents' Speaking Ability

Aspects	Score	Crite
Grammar	1	Errors in grammar are frequent, but speaker be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of the grammar

		is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation in practical, social, and professional topics.
	4	Able to use the language accurately on all levels Normally patient to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express

		Anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within in range of his experience

		with a high degree of precision of vocabulary.
	5	Speech on alls levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialism, and partinent cultural references.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency).
	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.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all level normally partinent to professional needs. Can participate any conversation within the range of this experience with high degree of fluency.

	5	Has complate fluency in the language such that his speech is fully accepted by educated native speakers.
Pronounciation	1	Erorrs in pronounciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though open quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

	4	Errors in pronounciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

The criteria scoring rubric for the assessment of speaking test are presented as follows :

$$\text{Score} = \frac{\text{the result of score}}{\text{maximum score}} \times 100$$

Where :

Pronounciation   : 5

Grammar   : 5

Vocabulary   : 5

Fluency   : 5

Maximum score   : 20

The following table shows the categories of speaking ability level by using interval score bellow :

Table 3 7 Categories Of Speaking Ability Level

No.	Interval	Categories
1.	85-100	Very good
2.	70-84	Good
3.	55-69	Enough
4.	25-54	Poor
5.	0-24	Very poor

Source : Hughes in Istia Fransiska's Thesis (2021)

4. **Hypothesis Testing**

According to Dwima (2018, 63) A product moment correlation test was performed by the researcher in this study to verify the hypothesis. The associative hypothesis (connection test) of the two variables in this study was tested using the statistical test technique known as Pearson Correlation, also known as Pearson Product Moment Correlation. Two variables expressed as ratios or intervals are tested using the Pearson Product Moment correlation. In this study, the correlation between the independent variables and the dependent variable was assessed using the product moment correlation test. The

product moment correlation can be used to determine whether or not the socioeconomic status of parents and adolescent English language proficiency correlate.

The pearson product moment correlation equation formula in this study can be written as follows:

$$r_{yx} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(n \sum X2) - (\sum X)2\}\{(n \sum Y2) - (\sum Y)2\}}}$$

Description :

r = correlation coefficient

n = amount of data

$\sum$X = total score of variable x

$\sum$Y = total score of variable y

Besides, the research also used the correlation coefficient to interpret the result to the data analysis :

Table 3 8 Correlation Coefficient

Correlation Coefficient (r)	Interpretation
0,00 – 0,199	Very week
0,20 – 0,399	Week

0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

(Source : Desinta BP 2017)

An assertion regarding the correlation between two or more variables is known as a hypothesis. Theories, suppositions, observations made by oneself or others, broad impressions, and still extremely tentative conclusions are used to develop hypotheses. The hypothesis is a short-term solution to the stated research challenge. The theory is not yet supported by data collection-derived empirical facts. The hypothesis in this study is

Ha : There is a correlation between social class and the ability to speak English as a foreign language for Dusun III adolescents in Harapan Village.

H_0 : There is no correlation between social class and the ability to speak English as a foreign language for adolescents in Dusun III Harapan Village.

CHAPTER IV

RESULTS AND DISCUSSION

A. Overview of Research Sites

1. Location and Area

Harapan Village is located in Pondok Kelapa District, Bengkulu Tengah Regency, Bengkulu Province with an area of ± 1000 Ha (data source for Regional Regulation of Central Bengkulu Regency No. 13 of 2011), a residential area of ± 300 Ha, of which 65% is land with a flat topography, most of this area is used as residential areas, and oil palm plantations and 30% of peat swamps used as agricultural land used for oil palm plantations 5% of peat swamps are still idle land, and along Harapan Village ± 4000 meters is a beach which is famous for the types of catches fish. Besides that, in 2008 coal waste appeared along the coast of Harapan Village, but in 2009 there was only marketing and the price was very competitive, which is one of the temporary

sources of livelihood for the residents of Harapan Village at this time.

Harapan Village is located to the south of Dusun Pal VIII , Pondok Kelapa Village, to the north by Dusun Pondok Kelapa I, Pondok Kelapa Village, Pondok Kelapa District, to the east by Talang Pauh Village, Pondok Kelapa District, to the west by the Indian Ocean.

Administratively the boundaries of the Harapan Village Area can be seen in the following table:

Table 4. 1 Boundaries of the Harapan Village

Boundaries	Village/Kelurahan
North	Pondok Kelapa Hamlet I, Pondok Kelapa Village, Pondok Kelapa District, Bengkulu City
South	Dusun Pal VIII, Pondok Kelapa Village
West	Indian Ocean
East	Talang Pauh Village, Pondok Kelapa Distric

With a land elevation above sea level of 5-8 m, the number of rain directions is 1000-2000 mm, and an abrasion area of ½ km. Furthermore, as for Orbitation (distance from the village government center), the distance from the sub-district government center is 5 km ½ hour, the distance from the Regency Capital is 30 km 1 ½ hour, the distance from the Provincial capital is 20 km 1 hour.

The regional division of Harapan Village is divided into:

Table 4. 2 The regional division of Harapan Village

No.	Dusun	Hamlet Chief
1.	Dusun I	Waluyo Sejati
2.	Dusun II	Rina Yuliana
3.	Dusun III	Yacub

(Source : Profile of Harapan Village)

2. Village History

Harapan Village is located on the Bengkulu route to West Sumatra Province, with a distance of ±

fifteen minutes from the sub-district center by motorized vehicle to the sub-district center, including the Puskesmas, Police Post, Koramil, Banking, Post Office, sub-district government center. With the distance to the Province of ± about 40 minutes/25 kilometers from Harapan Village, it is not surprising that this village is a city support.

Harapan Village was originally a part of Pondok Kelapa Village which was originally a TNI-AD Korem 041/Garuda Emas settlement, which was inaugurated on September 4, 1982 by the Commander of the 041 Garuda Emas Korem, and based on the Decree of the Head of North Bengkulu Regional Head Regent No. 37/SK/PEM/1983 was prepared to become a Village. So that the existing infrastructure in the Dusun Desa Harapan area is available and organized, both in terms of area, population, public facilities, and institutions (social and economic). However, in 1987 to facilitate the administration of general elections, the Preparatory Village of Harapan

Village was merged into the regional unit of Pondok Kelapa Village and in the following years the Preparatory Village of Harapan Village became a Hamlet within the Pondok Kelapa Village area. Until 2011 based on Central Bengkulu Regent Regulation No.13/2011 it was divided into a village joined to the Beringin Island hamlet, and on May 30 2012 Central Bengkulu Regent Ferry Ramli inaugurated Harapan Village as the Definitive Village.

3. **Population Situation**

a. Social Conditions of Education

The composition of the population according to education level in the Harapan Village Dusun III area can be seen in the following table:

Table 4. 3Education level in the Harapan Village Dusun III

No	Education	Amount
1	Drop Out	120 person
2	Kindergarten / SD level	210 person
3	Middle	350 person

No	School Level	
	School Level	
4	High School Level	550 person
5	D1/II	150 person
6	DIII	100 person
7	S1	59 person
8	S2	15 person
9	S3	5 person

(Source : Profile of Harapan Village)

b. Conditions of Work and Profession

Table 4. 4 Conditions of Work and Profession

No	Type of Work	Amount
1	Regent	1 person
2	Consultant	1 person
3	Civil Servant	35 person
4	Midwife	2 person
5	Retired	25 person

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	TNI / PNS	
6	Village Apparatus	10 person
7	Tailor	6 person
8	Trade	5 person
9	Fisherman	8 person
10	Farmer	55 person
11	Farm Workers	63 person
12	Daily Worker Freelance	92 person
13	Traditional Sotcerer	5 person
14	Builder	90 person
15	Driver	10 person
16	Self Employed	187 person
17	Taking	527 person

	Care of Household	
18	Not Yet Working	37 Person

c. Conditions of Age Group

Table 4. 5 Conditions of Age Group

No.	Age	Amount
1.	0-4	80 person
2.	5-14	120 person
3.	15-18	130 person
4.	19-24	204 person
5.	25-29	100 person
6.	30-34	60 person
7.	35-39	80 person
8.	40-49	191 person
9.	50-54	90 person
10.	55-59	142 person
11.	60-64	101 person
12.	65-69	101 person

13.	70 and above	50 Person

4. The State of Islamic Religious Life

Religious Life in Dusun III, Harapan Village, Pondok Kelapa District, highly values tolerance. The majority of the people of Harapan Village adhere to Islam. The religious activities of Dusun III Desa Harapan can be said to be quite good, as can be seen from the recitation activities at the mosque which are always held every night and already have morning prayers in the month of Ramadan. Meanwhile, during the normal months, recitations are held every Tuesday. These religious activities are usually held at the As-Sakinah Mosque. The composition of the population according to religion in Dusun Harapan can be seen in the following table:

Table 4. 6 The State of Islamic Religious Life

No.	Agama	Jumlah Penganut (Jiwa)
1.	Islam	1534
2.	Christian	21
3.	Catholic Christian	4
4.	Hinduism	0
5.	Buddha	0

(Source : Profile of Harapan Village)

B. Research Results

1. Instrument Validity, Reliability and Normality

a. Validity Test

In this part, a validity test technique is needed by using SPSS version 26.0 to find out the accuracy of the data. The researcher conducted pearson product moment validity testing using SPSS 26.0 program.

Table 4. 7 Validity Test

		tot_q
q1	Pearson Correlation	.716[**]

	Sig. (2-tailed)	.003
	N	15
q2	Pearson Correlation	.626[*]
	Sig. (2-tailed)	.013
	N	15
q3	Pearson Correlation	.915[**]
	Sig. (2-tailed)	.000
	N	15
q4	Pearson Correlation	.652[**]
	Sig. (2-tailed)	.008
	N	15
q5	Pearson Correlation	.837[**]
	Sig. (2-tailed)	.000
	N	15
q6	Pearson Correlation	.867[**]
	Sig. (2-tailed)	.000
	N	15
q7	Pearson Correlation	.812[**]
	Sig. (2-tailed)	.000

	N	15
q8	Pearson Correlation	.889**
	Sig. (2-tailed)	.000
	N	15
q9	Pearson Correlation	.894**
	Sig. (2-tailed)	.000
	N	15
q10	Pearson Correlation	.830**
	Sig. (2-tailed)	.000
	N	15

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

*. Correlation is significant at the 0.05 level (2-tailed).

The findings of the Parent Social Class Validity Test using the Pearson Product Moment Correlation Test were shown in the table above (r). To find out whether the question items are valid or invalid by comparing the r-counts of each question item with the r-table. From the table above, the r-count and r-table values for each question item Parents Social Class are obtained as follows:

Table 4. 8 Values for each question item Parents Social Class

Question Items	r-count	r-table	Description
Question 1	0,716	0,514	Valid
Question 2	0,626	0,514	Valid
Question 3	0,915	0,514	Valid
Question 4	0,652	0,514	Valid
Question 5	0,837	0,514	Valid
Question 6	0,867	0,514	Valid
Question 7	0,812	0,514	Valid
Question 8	0,889	0,514	Valid
Question 9	0,894	0,514	Valid
Question 10	0,830	0,514	Valid

From the table it is known that all the Parent Social Class question items obtained the value of r-count > r-table, so all the Parent Social Class question items are said to be Valid.

b. Reliability Test

The researcher used the SPSS 26.0 program to know the measuring reliability the questionnaire using the *Cronbach Alpa (α)*.

Case Processing Summary		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in

the procedure.

Table 4. 9 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	10

The table above described the results of the Parent's Social Class reliability test using the Cronbach's Alpha Test. From the table, the Cronbach's Alpha Test value is 0.925. Because the Cronbach's Alpha value is 0.925 > 0.6, all question items on the Parent's Social Class are said to be reliable.

c. Normality Test

The researcher used SPSS 26.0 program to
test the normality test.

Table 4. 10 Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Parents Social Class	Speaking Ability
N		15	15
Normal Parameters[a,b]	Mean	62.67	54.67
	Std. Deviation	17.249	13.689
Most Extreme Differences	Absolute	.180	.191
	Positive	.136	.191
	Negative	-.180	-.185
Test Statistic		.180	.191
Asymp. Sig. (2-tailed)		.200[c,d]	.144[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above describes the results of the
normality test for Parents Social Class and

Speaking Ability data using the Shapiro-Wilk Test. From the table it is known that the p value (Sig.) For Parents Social Class is 0.200 and the p value (Sig.) For Speaking Ability is 0.144. Because all p values > 0.05, the Parents Social Class and Speaking Ability data are said to be normally distributed. As a result, the null hypothesis (H_0) was rejected, while the alternative hypothesis (Ha) was accepted because all the data in a normal distribution.

2. **Questionnaire Analysis**

The parents sosial class was obtained by questionnaire which include of 10 items that was distributed to 15 adolescents. As for data description technique for this variable was reffered to the technique which already started in appendix.

The criteria scoring rubric for the assessment of parents social class are presented as follows :

$$\text{Score} = \frac{\text{the result of score}}{\text{maximum score}} \times 10$$

Table 4. 11The criteria scoring rubric for the assessment of parents
social class

No.	Name	Question										Total	Category
		1	2	3	4	5	6	7	8	9	10		
1.	Suci	3	0	2	0	3	3	3	3	2	2	42	Low
2.	Rahma	4	2	5	3	5	4	4	4	4	4	78	Medium
3.	Tio	3	1	2	1	2	2	3	3	2	1	40	Low
4.	Vio	5	0	4	0	4	4	4	4	4	4	66	Medium
5.	Dzaki	1	1	2	1	3	2	2	2	2	2	36	Low
6.	Sherly	3	2	2	2	3	3	3	3	2	1	48	Low
7.	Aditya	5	4	4	5	4	5	5	5	4	4	90	High
8.	Mutiara	4	3	5	3	5	4	4	4	4	3	78	Medium
9.	Munir	4	2	3	2	3	3	3	4	3	2	58	Medium
10.	Cut Mutia	3	0	2	0	3	4	4	3	3	2	48	Low
11.	Dafina	5	0	4	0	5	4	5	5	5	5	76	Medium
12.	Syaimah	4	2	5	3	5	4	4	4	4	3	76	Medium
13.	Rudi	2	2	4	2	5	4	4	4	4	3	68	Medium
14.	Fiki	4	4	5	3	5	4	4	4	4	4	82	High
15.	Rahmat	3	0	3	2	4	3	4	3	3	2	54	Medium

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The result of the questionnaire responses about the parents social class from the adolescents summed first in each category of interpretation, and also the research calculated the precentage of frequency in the table below

Table 4. 12 Frequency of Social Class

No.	Interval	Categories	Frequency
1.	80 – 100	High Class	2
2.	51 – 79	Medium Class	8
3.	0 – 50	Low Class	5
	Total		15

The data obtained from the questionnaire were analyzed using percentage analysis by using formula in the following :

$P = \dfrac{F}{N}$ x 100%

So :

Percentage of High Class Category

$= \dfrac{2}{15}$ x 100% = 13,3%

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Percentage of Medium Class Category

$$= \frac{8}{15} \text{ x } 100\% = 53,3\%$$

Percentage of Low Class Category

$$= \frac{5}{15} \text{ x } 100\% = 33,4\%$$

Thus, after the researcher calculated it, can know in the parents social class of adolescents in Dusun III, Harapan Village, Pondok Kelapa percentage was as shown in the table below :

Table 4. 13 Percentage of Social Class

No.	Interval	Categories	Frequency	Percentage
1.	80 – 100	High Class	2	13,3%
2.	51 – 79	Medium Class	8	53,3%
3.	0 – 50	Low Class	5	33,3%
Total			15	100%

Based on the table, it could be seen the frequency data and the percentage of parents' social class. There are three social class grouping classes,

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namely high class, medium class, and low class. There are 2 adolescents (13.3%) whose parents have high social class. Then there are 8 (53.3%) adolescents whose parents are of medium social class. Then there are 5 (33.3%) adolescents whose parents are of low social class. From this data, medium social class dominates the social class level of parents of adolescents in Dusun III Harapan Village, Pondok Kelapa in 2022.

3. **Speaking Test Analysis**

An English speaking exam was used to gauge the speaking competence of adolescents. Adolescents were given the topic by the researcher, who then created a presentation and a story about it. Following the adolescents' presentation of the subject, the researcher completed and scored the adolescents' speaking test in accordance with the speaking test standards. The aspects assessed in this test were grammar, vocabulary, fluency, and pronounciation.

Table 4. 14 Score Speaking Test

No.	Name	Aspect				Total Score	Category
		Grammar	Pronounciation	Fluency	Vocabulary		
1.	Suci	2	2	2	2	40	Poor
2.	Rahma	3	3	3	3	60	Enough
3.	Tio	2	2	1	2	35	Poor
4.	Vio	2	2	2	2	40	Poor
5.	Dzaki	3	2	3	2	50	Poor
6.	Sherly	2	2	2	2	40	Poor
7.	Aditya	4	3	4	3	70	Enough
8.	Mutiara	3	3	4	3	65	Enough
9.	Munir	3	2	3	3	55	Enough
10.	Cut Mutia	2	2	1	2	35	Poor
11.	Dafina	3	3	3	4	65	Enough
12.	Syaimah	3	4	4	4	75	Enough
13.	Rudi	3	3	3	3	60	Enough

14.	Fiki	3	3	4	4	70	Enough
15.	Rahmad	3	3	3	3	60	Enough

Score = $\frac{\text{the result of score}}{\text{maximum score}}$ x 100

Where :

Pronounciation   : 5

Grammar   : 5

Vocabulary   : 5

Fluency   : 5

Maximum score   : 20

The researcher calculated the precentage of frequency in the table below :

Table 4. 15 Frequency of Speaking Ability

No.	Interval	Categories	Frequency
1.	85 – 100	Very good	0
2.	70 – 84	Good	0
3.	55 – 69	Enough	9
4.	25 – 54	Poor	6
5.	0 – 24	Very poor	0
Total			15

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The data obtained   from the test were analyzed using percentage analysis by using formula in the following :

$$P = \frac{F}{N} \text{ x } 100\%$$

So :

Percentage of Enough Category

$$= \frac{9}{15} x \ 100\% = 60\%$$

Percentage of Poor Category

$$= \frac{6}{15} x \ 100\% = 40\%$$

Thus, after the researcher calculated it, can know in the speaking ability of adolescents in Dusun III, Harapan Village, Pondok Kelapa percentage was as shown in the table below :

Table 4. 16 Percentage of Speaking Ability

No.	Interval	Categories	Frequency	Percentage
1.	85 – 100	Very good	0	0%
2.	70 – 84	Good	0	0%

3.	55 – 69	Enough	9	60%
4.	25 – 54	Poor	6	40%
5.	0 – 24	Very poor	0	0%
Total			15	100%

Based on the table, it could be seen the frequency data and the percentage of speaking ability . There are five categories grouping classes, namely very good, good, enough, poor, and very poor. There are not adolescents whose speaking ability is very good categories. There are not adolescents whose speaking ability is good categories. Then there are 9 (60%) adolescents whose speaking ability are enough categories. Then there are 6 (40%) adolescents whose speaking ability are poor categories. There are not adolescents whose speaking ability is very poor categories. From this data, enough categories dominates the speaking ability of adolescents in Dusun III Harapan Village, Pondok Kelapa in 2022.

4. Hypothesis Testing

The associative hypothesis of the two variables in this study was tested using the statistical test technique known as Pearson Correlation, also known as Pearson Product Moment Correlation. Two variables expressed as ratios or intervals are tested using the Pearson Product Moment correlation. In this study, the correlation between the independent variables and the dependent variable was assessed using the product moment correlation test. The product moment correlation can be used to determine whether or not the socioeconomic status of parents and adolescent English language proficiency correlate.

In this part, the test hypothesis, the researcher used two ways, namely calculating manually by using Person Correlation Product Moment formula and by using SPSS 26 programs.

Table 4. 17 Auxiliary table in determining the value of r

No.	Name	Social	Speak	XY	X^2	Y^2

		Class (X)	...ing Ability (Y)			
1.	Suci	42	40	1.680	1.764	1.600
2.	Rahma	78	60	4.680	6.084	3.600
3.	Tio	40	35	1.400	1.600	1.225
4.	Vio	66	40	2.640	4.356	1.600
5.	Dzaki	36	50	1800	1.296	2.500
6.	Sherly	48	40	1.920	2.304	1.600
7.	Aditya	90	70	6300	8.100	4.900
8.	Mutiara	78	65	5.070	6.084	4.225
9.	Munir	58	55	3.190	3.364	3.025
10.	Cut Mutia	48	35	1.680	2.304	1.225
11.	Dafina	76	65	4.940	5.776	4.225
12.	Syaimah	76	75	5.700	5.776	5.625
13.	Rudi	68	60	4.080	4.624	3.600
14.	Fiki	82	70	5.740	6.724	4.900
15.	Rahmat	54	60	3.240	2.916	3.600

Total	$\sum X =$	$\sum Y=$	$\sum XY=$	$\sum X2=$	$\sum Y2 =$
	940	820	54.060	63.072	47.450

Based on the table above, all the data are calculated by using Pearson Product Moment formula in this part to prove the research of hypothesis is significant or not significant. The correlation coefficient could be seen in below :

$$r_{yx} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(n \sum X2) - (\sum X)2\}\{(n \sum Y2) - (\sum Y)2\}}}$$

$$r_{yx} = \frac{15x54.060 - (940)(820)}{\sqrt{((15x63.072) - (883.600))((15x47.450) - (672.400)}}$$

$$r_{yx} = \frac{810.900 - 770.800}{\sqrt{((946.080 - 883.600)((711.750 - 672.400))}}$$

$$r_{yx} = \frac{40.100}{\sqrt{(62.480)((39.350)}}$$

$$r_{yx} = \frac{40.100}{\sqrt{2.458.588.000}}$$

$$r_{yx} = \frac{40.100}{49.584,15}$$

$$r_{xy} = 0,809$$

Table 4. 18 Pearson Product Moment Correlation

Correlations			
		Parents Social Class	Speaking Ability
Parents Social Class	Pearson Correlation	1	.809[**]
	Sig. (2-tailed)		.000
	N	15	15
Speaking Ability	Pearson Correlation	.809[**]	1
	Sig. (2-tailed)	.000	
	N	15	15
**. Correlation is significant at the 0.01 level (2-tailed).			

The data on Parents Social Class and Speaking Ability are regularly distributed, hence the Pearson Product Moment Correlation Test is utilized. According to the aforementioned manual and SPSS analyses, the correlation coefficient is 0,809 (the value of r-count). When the researcher checks the r-critical table's values at the 5% significant level and N=15, r-table equals 0,514. Based on the r-table

calculation's outcome, it could be concluded that r-count was greater than r-table (0,809 > 0,514) and that P sig. (2 tailed) was 0,000, which indicates that P. (0,000 0,05). Because the r-count value > r-table or p-value < 0.05, it can be concluded that there is a significant relationship between Parents Social Class and Speaking Ability. Because this value is between 0.8-1.0, the relationship is said to be in a very tight category. In conclusion, the hypothesis accepted in this research was alternative Ha, while the null hypothesis H_0 was rejected.

C. Discussion

The goal of this study, as stated in chapter I, was to determine how closely parental socioeconomic status and adolescent proficiency in speaking English as a foreign language are related. In everyday life, being able to speak English is crucial. The quality of a person's competency in verbal communication is strongly influenced by their command of the English language. The speaker must be able to effectively communicate

with others. This indicates that the speaker must have a thorough understanding of how to talk coherently and effectively so that listeners can understand the information the speaker is trying to express. Mastering English makes it easier for you to access various information that people around you cannot understand. However, most adolescents lack facilities to access knowledge online or offline. This is due to the economic condition of parents who are not sufficient. This will also affect them to acquire English speaking skills.

The researcher has collected the necessary data to verify the hypothesis. In this study, researcher used two instruments, namely a questionnaire and a speaking test. The first instrument was a questionnaire consisting of 10 items which were distributed to respondents, namely adolescents in Dusun III, Harapan Village to find out their parents' social class level. The second instrument is a speaking test which is used to determine the level of adolescents' speaking ability.

From the test results that have been obtained, it shows that statistical calculations using the product moment correlation formula prove that there is a close relationship between social class of parents and the ability to speak English in adolescents in Dusun III, Harapan Village, Pondok Kelapa, Central Bengkulu. This can be seen from the r_{count} between variable X (Parents Social Class) and variable Y (Speaking Ability) is greater than the value of r_{table}, namely $r_{count} > r_{table}$ of 0.809> 0.514.

Therefore, it can be seen that the alternative hypothesis (Ha) is accepted while the null hypothesis (H_0) is rejected, so the results of the study show that there is a correlation between social class of parents and the ability to speak English as a foreign language in adolescents in Dusun III Harapan Village. Parents with high social class will facilitate their children very completely. They provide learning facilities such as books, laptops, cellphones, and others. They can also send their children to the best schools and even send

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their children to private lessons. Inversely proportional to parents with low social class. They are unable to provide complete facilities for their children to access lessons. They also can not afford to send their children to the best schools. In fact, there are parents who are forced to ask their children for help to help work to meet their daily needs until the children are forced to drop out of school.

CHAPTER V

CLOSING

A. Conclusion

According to the author's research findings, the following can be said:

1. The social class in Dusun III Desa Harapan is dominated by the medium class.

2. The ability to speak English among adolescents in Dusun III Desa Harapan is dominated by the moderate category

3. There is a close relationship between social class of parents and the ability to speak English in adolescents in Dusun III, Harapan Village, Pondok Kelapa, Central Bengkulu. This can be seen from the r_{count} between variable X (Parents Social Class) and variable Y (Speaking Ability) is greater than the value of r_{table}, namely $r_{count} > r_{table}$ of $0.809 > 0.514$.

4. It can be seen that the alternative hypothesis (Ha) is accepted while the null hypothesis (H_0) is rejected.

B. Suggestion

1. Parents' social class greatly influences the ability of adolescents to access every lesson both online and offline. Parents should prioritize school children's facilities above other things. There should also be a village program that can provide infrastructure for children with a low economy so that they can continue to study, such as joint tutoring held as one of the village work programs.

2. The socioeconomic status of most of the adolescents' parents is middle class down, don't be an obstacle for the school in the place of each of these youth schools for more improve student learning achievement, through hard work and good cooperation between the principal, teachers and parents of students then the expected student achievement will be realized.

3. For adolescents, even though the socio-economic conditions of their parents are weak, you are still enthusiastic about seeking knowledge wherever you are.

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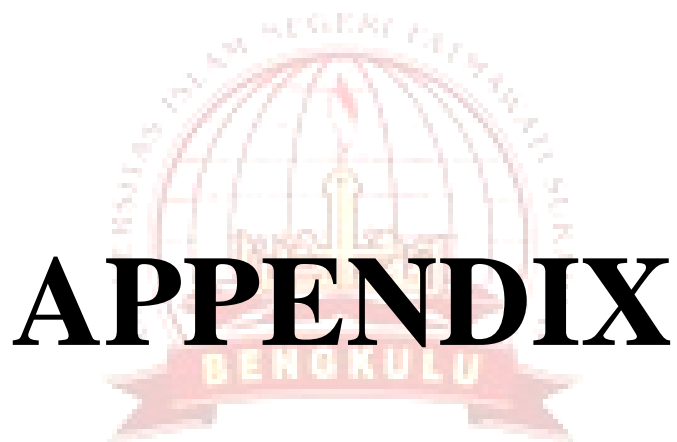
APPENDIX

APPENDIX 1 : DOKUMENTATION

1. Apply for a Research Permit

2. Distributing Quessionnaire

3. Speaking Test

APENNDIX 2 : PARENTS SOCIAL CLASS

QUISTIONNAIRE ASSESSMENT

No.	Name	Question										Total	Category
		1	2	3	4	5	6	7	8	9	10		
1.	Suci	3	0	2	0	3	3	3	3	2	2	42	Low
2.	Rahma	4	2	5	3	5	4	4	4	4	4	78	Medium
3.	Tio	3	1	2	1	2	2	3	3	2	1	40	Low
4.	Vio	5	0	4	0	4	4	4	4	4	4	66	Medium
5.	Dzaki	1	1	2	1	3	2	2	2	2	2	36	Low
6.	Sherly	3	2	2	2	3	3	3	3	2	1	48	Low
7.	Aditya	5	4	4	5	4	5	5	5	4	4	90	High
8.	Mutiara	4	3	5	3	5	4	4	4	4	3	78	Medium
9.	Munir	4	2	3	2	3	3	3	4	3	2	58	Medium
10.	Cut Mutia	3	0	2	0	3	4	4	3	3	2	48	Low
11.	Dafina	5	0	4	0	5	4	5	5	5	5	76	Med

													ium
12.	Syaimah	4	2	5	3	5	4	4	4	4	3	76	Med ium
13.	Rudi	2	2	4	2	5	4	4	4	4	3	68	Med ium
14.	Fiki	4	4	5	3	5	4	4	4	4	4	82	High
15.	Rahmat	3	0	3	2	4	3	4	3	3	2	54	Med ium

APPENDIX 3 : SPEAKING TEST ASSESSMENT

**LEMBAR PENILAIAN TES KEMAMPUAN
BERBICARA BAHASA INGGRIS**

No.	Name	Aspect				Total Score	Category
		Grammar	Pronounciation	Fluency	Vocabulary		
1.	Suci	2	2	2	2	40	Poor
2.	Rahma	3	3	3	3	60	Enough
3.	Tio	2	2	1	2	35	Poor
4.	Vio	2	2	2	2	40	Poor
5.	Dzaki	3	2	3	2	50	Poor
6.	Sherly	2	2	2	2	40	Poor
7.	Aditya	4	3	4	3	70	Enough
8.	Mutiara	3	3	4	3	65	Enough
9.	Munir	3	2	3	3	55	Enough
10.	Cut Mutia	2	2	1	2	35	Poor
11.	Dafina	3	3	3	4	65	Enough
12.	Syaimah	3	4	4	4	75	Enough
13.	Rudi	3	3	3	3	60	Enough
14.	Fiki	3	3	4	4	70	Enough
15.	Rahmad	3	3	3	3	60	Enough

$$\text{Score} = \frac{\text{the result of score}}{\text{maximum score}} \times 100$$

Where :

Pronounciation   : 5

Grammar   : 5

Vocabulary   : 5

Fluency   : 5

Maximum score   : 20

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APPENDIX 4 : CORRELATION (VALIDITY AND RELIABILITY TEST RESULT FOR QUESTIONNAIRE BY SPSS)

		tot_q
q1	Pearson Correlation	.716[**]
	Sig. (2-tailed)	.003
	N	15
q2	Pearson Correlation	.626[*]
	Sig. (2-tailed)	.013
	N	15
q3	Pearson Correlation	.915[**]
	Sig. (2-tailed)	.000
	N	15
q4	Pearson Correlation	.652[**]
	Sig. (2-tailed)	.008
	N	15
q5	Pearson Correlation	.837[**]
	Sig. (2-tailed)	.000
	N	15

q6	Pearson Correlation	.867**
	Sig. (2-tailed)	.000
	N	15
q7	Pearson Correlation	.812**
	Sig. (2-tailed)	.000
	N	15
q8	Pearson Correlation	.889**
	Sig. (2-tailed)	.000
	N	15
q9	Pearson Correlation	.894**
	Sig. (2-tailed)	.000
	N	15
q10	Pearson Correlation	.830**
	Sig. (2-tailed)	.000
	N	15

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

*. Correlation is significant at the 0.05 level (2-tailed).

Scale: ALL VARIABLES

Case Processing Summary		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	10

APPENDIX 5 : NPar TEST (UJI NORMALITAS)

One-Sample Kolmogorov-Smirnov Test

		Parents Social Class	Speaking Ability
N		15	15
Normal Parameters[a,b]	Mean	62.67	54.67
	Std. Deviation	17.249	13.689
Most Extreme Differences	Absolute	.180	.191
	Positive	.136	.191
	Negative	-.180	-.185
Test Statistic		.180	.191
Asymp. Sig. (2-tailed)		.200[c,d]	.144[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Parents Sosial Class	15	36	90	62.67	17.249
Speaking Ability	15	35	75	54.67	13.689
Valid N (listwise)	15				

APPENDIX 6 : CORRELATIONS (KORELASI PEARSON PRODUCT MOMENT)

Correlations		Parents Social Class	Speaking Ability
Parents Social Class	Pearson Correlation	1	.809**
	Sig. (2-tailed)		.000
	N	15	15
Speaking Ability	Pearson Correlation	.809**	1
	Sig. (2-tailed)	.000	
	N	15	15
**. Correlation is significant at the 0.01 level (2-tailed).			

APPENDIX 7

N	TARAF SIGNIFIKANSI	
	5%	1%
3	0,997	0,999
4	0,95	0,99
5	0,878	0,959
6	0,811	0,917
7	0,754	0,874
8	0,707	0,834
9	0,666	0,798
10	0,632	0,765
11	0,602	0,735
12	0,576	0,708
13	0,553	0,684
14	0,532	0,661
15	0,514	0,641
16	0,497	0,623
17	0,482	0,606
18	0,468	0,59
19	0,456	0,575
20	0,444	0,561

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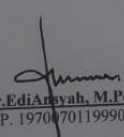   Kelapa, Central Bengkulu In 2022

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