

**THE INFLUENCE OF PARENTING STYLE
ON STUDENT'S ENGLISH SPEAKING CONFIDENCE**

THESIS

By

Miftahur Rahmah

200107110064



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

**THE INFLUENCE OF PARENTING STYLE
ON STUDENTS' ENGLISH-SPEAKING CONFIDENCE**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement of the Degree of English Language Teaching (S.Pd) in the
English Education Department*



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200107110064

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FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

DECLARATION OF AUTHORSHIP

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Herewith, I :

Name : Miftahur Rahmah

Student ID Number : 200107110064

Department : English Education

Address : Dusun Baret Desa, Sembalun Lawang, Sembalun,
Lombok Timur, NTB

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Malang, 8th December 2024

The Researcher,



Miftahur Rahmah

NIM:200107110064

APPROVAL SHEET

THE INFLUENCE OF PARENTING STYLE ON STUDENTS' ENGLISH SPEAKING CONFIDENCE

By:

Miftahur Rahmah

200107110064

Has been approved by the advisor for further approval by the board of examiners

Advisor,



Prof. Dr. Hj. Like Raskova Oktaberlina, M. Ed

NIP. 197410252008012015

Acknowledge by

Head of English Education Department,



Prof. Dr. H. Langgeng Budianto, M. Pd

NIP. 197114102003121001

LEGITIMATION SHEET

LEGITIMATION SHEET

THE INFLUENCE OF PARENTING STYLE ON STUDENTS' ENGLISH SPEAKING CONFIDENCE

THESIS

by:

Miftahur Rahmah (200107110064)

Has been defended in front of the board of examiners at the date of (24th December
2024) and declared PASS.

It is accepted as the English Language Teaching (S.Pd) degree requirement in the
English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

1. Ima Mutholliatil Badriyah, M.Pd
NIP. 198312172023212017

Chairman

Signatures,

2. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 197410252008012015

Advisor

3. Dr. Suparmi, M.Pd
NIP. 197704112023212004

Main Examiner

Approved by

Dean of Education and Teacher Training Faculty
Ma'arif Malik Ibrahim State Islamic University Malang



Prof. Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

THE OFFICIAL ADVISORS' NOTE

Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University

THE OFFICIAL ADVISORS' NOTE

Page : Miftahur Rahmah Malang, ... December 2024

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The Honorable,

Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University

In

Malang

Assalamuallaikum Wr. Wb

After Conducting several times of guidance in terms of content, language, writing, and technique, and after reading, the students' thesis is as follow:

Name : Miftahur Rahmah
Student ID Number : 200107110064
Departement : English Education
Thesis : The Influence of Parenting Style on Students' English-Speaking Confidence

Therefore, we believed that the thesis of Miftahur Rahmah has been approved for further approval by the board examiners.

Wassalamualaikum Wr. Wb

Advisor,



Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed

NIP. 197410252008012015

APPROVAL

This is to certify that the thesis of Miftahur Rahmah has been approved by the advisor for further approval by the board of examiners.

Malang, 6th December 2024

Advisor,



Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed

MOTTO AND DEDICATION

MOTTO

“Do not lose hope in Allah’s Mercy” – azzumar verse 53

DEDICATION

This thesis is dedicated to the people I love the most and never tire of giving their love to me. First, to my parents, Mr. Sumiatun, S.Ag and Mrs. Hinarmi, S.Pd. who never get tired of praying, supporting and trying for all their children's dreams. May all the efforts of my mother and father always be rewarded with goodness by Allah SWT.

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Malang, 8th December 2024
The Researcher,

A handwritten signature in black ink, appearing to read 'Miftahur Rahmah', with a stylized flourish at the end.

Miftahur Rahmah
NIM: 200107110064

LATIN ARABIC TRANSLITERATION GUIDE

The joint instructions Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia served as the foundation for the transliteration criteria utilized in the composition of Arabic-Latin in this thesis. The following is a summary of these instructions:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ -	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Vocal (a)	= ā
Vocal (i)	= ī
Vocal (u)	= ū

C. Diphthong Vocal

أُ	= aw
أَي	= ay
أُو	= ŭ
إَي	= î

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ABSTRACT

Rahmah, Miftahur. (2024). *The Influence of Parenting Style on Students' English-Speaking Confidence*. Thesis, English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim Malang State Islamic University. Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Keywords: Parenting Style, Self-confidence, English Speaking Skills.

English speaking is the most important skill among the other 4 skills because the purpose of learning a language is to be able to speak it. Speaking is also used to see how proficient someone is in the language they are learning. Various factors become obstacles in learning speaking including psychological factors. Self-confidence is the most influential factor in English-speaking confidence because a level of confidence is needed to be fluent. Self-confidence is not innate but is formed. The closest person to the formation of self-confidence is parents. Therefore, this research aims to examine the influence of parenting style on students' English-speaking confidence.

The method used in this research is quantitative correlation. The population of this study was 3rd-semester students of English UIN Maulana Malik Ibrahim Malang academic year 2024/2025 as many as 79 people. The sampling technique used is the total sampling technique because the number of samples is the same as the population. This is done because the population is less than 100, so the entire population is used as a research sample. The research instrument used in this study is a closed questionnaire which is divided into two, namely the parenting authority questionnaire and the English speaking confidence questionnaire. The data collection was done by distributing printed questionnaires to students directly in the classroom. The data analysis uses multiple linear regression with hypothesis testing using the t-test, f-test, and the coefficient of determination.

The findings from the multiple regression analysis revealed that only the authoritarian parenting style had a significant negative impact on English-speaking confidence, with a significance value of $0.04 < 0.05$, which means that H_a is accepted. Furthermore, permissive parenting has a significance value of $0.550 > 0.05$, it can be concluded that H_a is rejected. Then, the regression coefficient value of authoritarian and permissive parenting shows a negative value which indicates a unidirectional relationship so that when authoritarian or permissive parenting increases, there will be a decrease in English-speaking confidence. Last, authoritative parenting gets a significance value of $0.657 > 0.05$ which means H_a is rejected, then the regression coefficient value shows a positive value, which means there is a directional relationship or if democratic parenting increases, there will be an increase in English speaking confidence.

ABSTRAK

Rahmah, Miftahur. (2024). *Pengaruh Pola Asuh Orang Tua Terhadap Kepercayaan Diri Berbahasa Inggris Siswa*. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Kata kunci: Pola asuh orang tua, Kepercayaan diri, Keterampilan berbahasa Inggris

Berbicara dalam bahasa Inggris adalah keterampilan yang paling penting di antara 4 keterampilan lainnya karena tujuan belajar bahasa adalah untuk dapat berbicara dalam bahasa tersebut. Berbicara juga digunakan untuk melihat seberapa mahir seseorang dalam bahasa yang dipelajarinya. Berbagai faktor menjadi kendala dalam belajar berbicara bahasa Inggris termasuk faktor psikologis. Kepercayaan diri merupakan faktor yang paling berpengaruh dalam kepercayaan diri berbicara bahasa Inggris karena tingkat kepercayaan diri sangat dibutuhkan untuk menjadi fasih. Kepercayaan diri bukanlah bawaan sejak lahir melainkan dibentuk. Orang yang paling dekat dengan pembentukan kepercayaan diri adalah orang tua. Oleh karena itu, penelitian ini bertujuan untuk menguji pengaruh pola asuh orang tua terhadap kepercayaan diri berbahasa Inggris siswa.

Metode yang digunakan dalam penelitian ini adalah kuantitatif korelasi. Populasi penelitian ini adalah mahasiswa semester 3 Bahasa Inggris UIN Maulana Malik Ibrahim Malang tahun akademik 2024/2025 sebanyak 79 orang. Teknik pengambilan sampel yang digunakan adalah teknik total sampling karena jumlah sampel sama dengan jumlah populasi. Hal ini dilakukan karena jumlah populasi kurang dari 100, sehingga seluruh populasi dijadikan sampel penelitian. Instrumen penelitian yang digunakan dalam penelitian ini adalah kuesioner tertutup yang terbagi menjadi dua, yaitu kuesioner pola asuh orang tua dan kuesioner kepercayaan diri berbahasa Inggris. Pengumpulan data dilakukan dengan cara membagikan kuesioner yang telah dicetak kepada siswa secara langsung di dalam kelas. Analisis data menggunakan regresi linier berganda dengan uji hipotesis menggunakan uji-t, uji-f, dan koefisien determinasi.

Temuan dari analisis regresi berganda mengungkapkan bahwa hanya gaya pengasuhan otoriter yang memiliki dampak negatif yang signifikan terhadap kepercayaan diri berbahasa Inggris, dengan nilai signifikansi $0,04 < 0,05$, yang berarti H_a diterima. Selanjutnya, pola asuh permisif memiliki nilai signifikansi sebesar $0,550 > 0,05$, maka dapat disimpulkan bahwa H_a ditolak. Kemudian, nilai koefisien regresi pola asuh otoriter dan permisif menunjukkan nilai negatif yang menandakan hubungan yang tidak searah sehingga ketika pola asuh otoriter atau permisif meningkat, maka akan terjadi penurunan kepercayaan diri berbahasa Inggris. Terakhir, pola asuh otoritatif mendapatkan nilai signifikansi sebesar $0,657 > 0,05$ yang berarti H_a ditolak, kemudian nilai koefisien regresi menunjukkan nilai positif yang berarti terjadi hubungan yang searah atau apabila pola asuh demokratis meningkat maka akan terjadi peningkatan kepercayaan diri berbahasa Inggris.

خلاصة

اللغة تعليم قسم، أطروحة. الإنجليزية اللغة في بأنفسهم الطلاب ثقة على التربية أثر. (2024). مفتاح، رحمة الحكومية الإسلامية مالانج إبراهيم بن مالك مولانا جامعة. المعلمين وتدريب التربية كلية. الإنجليزية ماجستير، أوكتايرلينا راسكوف لايك حاج. د. د. أ. المشرف

الإنجليزية اللغة مهارات، بالنفس الثقة، والأمومة الأبوة: المفتاحية الكلمات

تعلم من الغرض لأن الأخرى الأربع المهارات بين من أهمية الأكثر المهارة هي الإنجليزية باللغة التحدث يتعلمها التي للغة الشخص إتقان مدى لمعرفة أيضاً المحادثة وتستخدم. باللغة التحدث على القدرة هو اللغة النفسية العوامل ذلك في بما الإنجليزية باللغة التحدث تعلم في عوائق تشكل التي العوامل من العديد هناك بالنفس الثقة مستوى لأن الإنجليزية باللغة التحدث في الثقة في تأثيراً الأكثر العامل هي بالنفس الثقة والأشخاص. تشكل بل الولادة منذ فطرية ليست بالنفس والثقة. الإنجليزية باللغة التحدث لإجادة ضروري على التربية تأثير دراسة إلى الدراسة هذه تهدف، لذلك. والأمهات الآباء هم بالنفس الثقة تكوين إلى الأقرب الإنجليزية باللغة التحدث في الطلاب ثقة

الدراسي الفصل طلاب من البحث هذا مجتمع يتكون. الكمي الارتباط هو البحث هذا في المستخدم المنهج 79 وعددهم 2024/2025 الدراسي للعام مالانج إبراهيم مالك مولانا جامعة في الإنجليزية للغة الثالث، السكان عدد نفس هو العينات عدد لأن الكلية العينات أخذ تقنية هي المستخدمة العينات أخذ تقنية. شخصاً البحث أداة كانت. بحثية كعينة السكان جميع استخدام يتم لذلك، 100 من أقل السكان عدد لأن وذلك التربية نمط استبيان هما استبيانين إلى تقسيمه تم مغلق استبيان عن عبارة الدراسة هذه في المستخدمة الطلاب على المطبوعة الاستبيانات توزيع طريق عن البيانات جمع تم وقد. الإنجليزية باللغة الثقة واستبيان الفرضيات اختبار مع المتعدد الخطي الانحدار البيانات تحليل في واستخدم. الدراسي الفصل في مباشرة التحديد ومعامل f، واختبار t، اختبار باستخدام

الذي الوحيد هو الاستبدادية الأبوية التربية أسلوب أن المتعدد الانحدار تحليل من المستخلصة النتائج كشفت مقبولة (هـ) أن يعني مما، $0.04 < 0.05$ دلالة بقيمة، الإنجليزية اللغة في الثقة على كبير سلبي تأثير له يمكن وبالتالي، $0.550 < 0.05$ دلالة قيمة له المتساهلة الأبوية التربية أسلوب فإن، ذلك على وعلاوة سالبة قيمة المتساهلة والتربية السلطوية للتربية الانحدار معامل قيمة تظهر، ثم. مرفوضة هاء أن استنتاج في الثقة تنخفض المتساهلة أو السلطوية التربية تزداد عندما أنه أي، الاتجاه أحادية علاقة وجود إلى تشير يعني مما $0.657 > 0.05$ دلالية قيمة على السلطوية والأمومة الأبوة تحصل، وأخيراً. الإنجليزية اللغة عند أنه أو الاتجاه أحادية علاقة وجود يعني مما موجبة قيمة الانحدار معامل قيمة تظهر ثم، هاء رفض الال في الثقة في زيادة ستحدث الديمقراطية والأمومة الأبوة زيادة

CHAPTER I

INTRODUCTION

The researcher discusses topics related to the introduction in this chapter, including the background of the study, research questions, research purposes, the research contributions, the scope and limitations of the study, and the definition of key terms.

A. Background of Study

Speaking is the ability to express ideas and convey meaning. Febriyanti in (Ratnasari, 2020) said that speaking is a situation when people express their ideas through verbal and nonverbal communication. Furthermore, Pham et al. (2021) states that speaking is the ability to articulate sounds or words to express, state, and convey thoughts, ideas, and feelings. Therefore, it can be concluded that speaking is the ability to communicate verbally to convey thoughts, ideas and feelings. Communication itself is the process of conveying messages or exchanging information both in writing and orally. McMahon in (Nashrudin, 2019) states that in simple terms communication is described as the process of conveying messages and exchanging information. Nashrudin (2019) also stated that the main focus of communication is the ability to speak or write. This is in line with the purpose of communication, namely that the recipient can understand the message or idea put forward by the sender so that misunderstandings do not occur.

Speaking is the most widely used communication method. This is because speaking skills are the most important of the four skills in English. The ability to speak a language is assessed the same as mastery of that language, (Abdullah et al., 2021). Apart from that, mastering speaking skills means opening up wider

opportunities, considering that English is an international language. Jaya et al. (2022) said that students will gain social and professional benefits if they can use the language orally, such as student exchange opportunities, early graduation, scholarships, international jobs and further education. Westrup also stated this in (Leong and Ahmadi, 2017) that students who are able to speak English well have better opportunities in terms of further education, getting a good job and getting promotions. Therefore, mastering the ability to speak English means helping your future become better.

Since speaking ability is one of the benchmarks for mastering a language, we need to examine the supporting factors. According to Pham et al. (2021) in his research, by combining the results of previous research, 8 supporting components in speaking are very crucial, including pronunciation, grammar, vocabulary, fluency, comprehension, task, coherence, and content. On the other hand, he stated that to be fluent in any situation we must have a certain level of self-confidence. Apart from that, Al Hebaish in (Abdullah et al., 2021) highlighted the main factors that cause difficulties in speaking, namely limited linguistic mastery, anxiety, fear of evaluation, reluctance to communicate and lack of self- confidence. Furthermore, according to Guler in (Abdullah et al., 2021) self- confidence plays a very influential role in initiating any action in the language process. This is because self-confidence is an individual's belief in their own abilities. People who have self-confidence can also develop their abilities optimally. This is in line with Hulukati in the research (Lestarina et al., 2024) stated that someone with low self-confidence cannot develop their potential optimally. This is further strengthened by Maslow's in research (Sholihah, 2021) that a person's potential will not be able to develop if

they do not have self-confidence.

Furthermore, self-confidence is crucial in English speaking, especially for students who speak English as a second language. Having self-confidence is the first ticket to having the courage to speak up, being open to criticism, and the process of convincing yourself about the situation you are facing. Self-confidence is an individual's positive attitude that can resist the environmental conditions or situations they face (Nadiyah et al., 2019). So, people with self-confidence will not be hesitant or afraid to talk to anyone. They will tend to be more able to express themselves in front of the person they are talking to, which can help them to convey information, ideas, and feelings.

Based on the results of observations carried out at the Maulana Malik Ibrahim State Islamic University, Malang, some students had low self-confidence when speaking English. This can be seen from several indicators, such as: 1) Students look hesitant and not fluent when speaking English, 2) Students avoid speaking English in front of other people, 3) Students easily panic and worry when asked to speak English, 4) Students feel embarrassed and unsure about their English skills. This can be seen from their activities in class which are relatively monotonous and inactive. Furthermore, when there have presentation activities that require them to speak in front of other students, they tend to stammer, the sentences spoken are not coherent and accurate so it is difficult to understand. Usually, they bring notes which are used to explain, when the notes are taken the students themselves cannot even explain, they miss the point to be discussed. This is of course caused by various factors, including self-confidence. This is what makes self-confidence an important problem that must be resolved.

Rubio, (2007) as cited in (Akbari & Sahibzada, 2020) asserts that humans are born with self-confidence, but over time this can change, it could be higher or lower. On the other hand, Komara as cited in (Hamzah et al., 2020) states that self-confidence is influenced by two factors that are internal and external. Internal factors are self-concept, where people can realize what circumstances influence their behavior. Furthermore, several studies also suggest that experience is also part of the internal factors that influence self-confidence. Low self-confidence might stem from different experiences, such as growing up in an unsupportive and critical environment, being separated from students' friends or family for the first time, judging students too harshly, or being afraid of failure, (Kansil et al., 2022). Disappointing experiences that are experienced by someone is resulting in a lack of self-confidence (Ekadaya, 2020).

External factors, namely the family, are the first environment that shapes a person's personality. Apart from that, the formal environment or school is the second environment to train a person's self-confidence which is obtained from the family. Given how vital self-confidence is in children, educators and parents should work together to foster this development (Jennah, 2019; Rizqiyah, 2022). Parents and educators are expected to help develop self-confidence in children with appropriate stimulation to increase their self-confidence, (Sarkowi et al., 2023). If summarized, parenting patterns and social interactions (teachers and peers) are important sources for children's social support. However, from the factors above, the ones that most influence the formation of self-confidence are parents because the beginning of a child's life is certainly accompanied by parents and parents are the ones who are responsible for the child's growth and development both physically and

emotionally. In Surah Ali Imran verse 159 is often used as a reference or example in parenting, namely by being gentle, not being rude to maintain communication with children so that they do not stay away, forgiving children, and discussing with them in various decisions.

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ
الْمُتَوَكِّلِينَ

(159) So by mercy from Allāh, [O Muḥammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allāh. Indeed, Allāh loves those who rely [upon Him].

Furthermore, we need to know what parenting styles are and what types they are. According to Baumrind (2013), he divides parenting into three parts, namely permissive parenting. This parenting style is known for its freedom and lack of clear boundaries and rules. Parents with this parenting style tend to let their children make their own choices and make decisions in their own lives. Next is authoritarian parenting, this parenting style is very strict parenting style. Parents will make absolute rules that must be obeyed. Children with such parenting styles will not be allowed to express their opinions, furthermore, if they break the rule they will get punishment. The last one is authoritative parenting, this parenting style applies clear rules and boundaries but gives children freedom of opinion. This parenting style also provides full attention and guidance to the child. When a child

has an opinion that is not appropriate, parents will explain it rationally and objectively so that the child can understand it.

Other studies also examined the correlation between self-confidence and English-speaking performance. Based on the research conducted by Pham et al, (2021), it is found that self-confidence and speaking performance are positively correlated. It can be interpreted that whenever a component of Self-confidence is raised in value, so does its associated component of speaking performance. Based on the result described, it can be concluded that self-confidence plays an important part in speaking performance. Next, Adeyemi (2020) examined the influence of parenting style on students' English performance. The result showed that parenting significantly influences undergraduate students' English performance. From this research, we can conclude that parents take an important role in determining students' success, especially in their performance in using English. Then, the result of the research conducted by Lestarina et al (2024) which examined the correlation between parenting style and self-confidence with a p-value of $0.002 < 0.05$ so it can be interpreted that the higher the parenting style (Authoritative) received by students, the higher their self-confidence will be.

After describing the research result above, this research will fill two research gaps. Firstly, in the previous research, there is no studies have explored English-speaking confidence. Therefore, this research was conducted to fill the existing gap. Besides that, parenting styles are chosen as an independent variable because of student personalities, including self-confidence, are formed from childhood and parents are the ones who accompany their children's growth from childhood to adulthood. Secondly, ideal speaking is when we can convey our ideas

and thoughts clearly and easily understood. In fact, there are still many students who cannot convey their ideas clearly when speaking in front of the class. They usually stick to notes they bring as a form of not believing in themselves. Therefore, this study was conducted to determine students' English-speaking confidence and one factor that influences it, namely parenting style.

Considering the background information provided above, the researcher is interested in learning more about *"The Influence Of Parenting Style on Students' English Speaking Confidence"*

B. Research Questions

The following research problem formulation can be made based on the background context:

1. How does the authoritative parenting style significantly affect students' English-speaking confidence?
2. How does the authoritarian parenting style significantly affect students' English-speaking confidence?
3. How does the permissive parenting style significantly affect students' English-speaking confidence?

C. Research Purposes

Based on the problem formulation that was given previously, the main objectives of this research are:

1. To Find out whether there is a significant influence between authoritative parenting style and students' English-speaking confidence.
2. To find out whether there is a significant influence between authoritarian parenting styles and students' English-speaking confidence.

3. To find out whether there is a significant influence between permissive parenting styles and students' English-speaking confidence.

D. Research Contributions

The benefits of this research include theoretical benefit and practical benefits, which can be presented as follows:

1. Theoretical Benefit

In this study, researchers hope to contribute theoretically to English education students about the influence of parenting on English-speaking confidence. Furthermore, this study is expected to provide an overview of parenting patterns that can be selected and applied by parents to shape children's personalities.

2. Practical Benefits

This research is expected to provide practical benefits for:

a. Researcher

The results of this research can be used as reference material for other researchers who wish to conduct research on the same or related topics.

b. Students

The results of this research can help students understand the factors that influence their confidence in English speaking and develop strategies to increase their confidence.

c. Parents

The results of this study can be a source of knowledge about the importance of parenting in children's growth and

development, especially emotionally, which can later affect their personalities into adulthood. Thus, parents are expected to choose and apply appropriate parenting, especially in developing children's confidence in English speaking.

E. Scope & Limitation

This study only covers 3 parenting patterns based on the theory put forward by Baumrind, namely authoritative, authoritarian, and permissive. Then, in English speaking this study focuses on self-confidence in their performance which is limited by the theory of the characteristics of self-confidence proposed by Nety et al. (2020) namely: belief in yourself, not being dependent on others, feeling of self-worth, no hesitation, and dare to act. Furthermore, the English-speaking components are limited to the 5 components stated by Mardhiyah (2023) namely: pronunciation, grammar, vocabulary, fluency, and comprehension. This study is only conducted on English education students in the 3rd semester of UIN Maulana Malik Ibrahim Malang in the academic year 2024/2025.

F. The Definition of Key Terms

The operational definition is a description of several terms contained in the title, the aim is to avoid misunderstanding between the reader and the writer, so the researcher describes the terms as follows:

1. Parenting

Parenting is an effort made by parents consistently and continuously to guide and care for their child from the time the child is born until he is a teenager. Parenting patterns in the family are habits carried out by parents, both fathers and mothers in terms of caring for and guiding their children in a family

at home. Caring can be defined as educating, caring for, and guiding children by training and helping them as parents do.

2. Self-confidence

Self-confidence is when someone has a positive attitude and tries to convince himself to be able to develop a good assessment of himself, the environment, and the situation he is dealing with (Djamarah, 2014). A person who has self-confidence will always have a positive view of himself and he will be able to behave in accordance with what the environment wants. Likewise, a student can assess himself and can evaluate it without any doubt even if the results later turn out not to be what he expected. He will assess positively what has happened.

3. Speaking Performance

English speaking performance is a measure of an individual's proficiency in communicating effectively using the English language. It involves the ability to express thoughts, ideas, and information clearly and coherently in spoken English. This includes factors such as fluency, pronunciation, vocabulary, grammar, and comprehension. A person with strong English-speaking performance can engage in meaningful conversations, participate in academic or professional settings, and navigate various social and cultural contexts with ease.

CHAPTER II

LITERATURE REVIEW

This chapter will explain the theories related to the research variables to support this research. The theories that will be presented are speaking, self-confidence, and parenting theories. Next is a review of several previous studies related to this research.

A. Speaking Performance

This section will explain the definition of speaking, the components of speaking, and the factors that influence speaking performance.

1. Definition of Speaking Performance

Speaking is the most important skill to master since it measures a person's language mastery. The purpose of language learning is to be able to speak the language by interacting with speakers of the same language. Mega (2020) said that speaking is people's way of transmitting and sharing thoughts verbally to others. Speaking is also a skill that is mostly used in everyday life including ways to express opinions and ideas, establish and maintain social relationships, negotiate solutions, or achieve something. These things can be achieved through good communication and speaking is the communication tool. This is in line with the opinion expressed by Dong (2020) speaking is seen as a tool to communicate and convey information with others to achieve certain goals or to express their viewpoints.

Furthermore, speaking is not only about how someone can convey information but also how well they can receive information from others. This is in accordance with the definition of speaking explained by Chandraloka

(2019) Speaking is one of the language skills meant as an interactive process of constructing meaning that involves producing, receiving, and processing information. As for getting good speaking quality, we should master several components in speaking as stated by Mardhiyah (2023) there are 5 components namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, most of EFL students who learned English for many years, most of them have difficulties using the language to speak, whereas when we analyze, we come to know that most of them have a good level of vocabulary or grammar (Alaraj, 2017).

Abdullah et al., (2021) in term of foreign language learning, speaking generally understood to mean an interactive process that involves a set of psychological factors such as anxiety, motivation, and self-confidence which determine the efficiency of the speaking performance. This study will focus on the psychological factor of self-confidence which is needed to achieve fluency in speaking. In order to convey the information and to be easily understood, one must speak clearly and confidently, because speaking for different purposes such as expressing opinions and negotiating should have elements that convince (to persuade) the interlocutor.

Based on the explanation above, in this study, speaking is described as an interactive process used by humans to communicate in order to convey ideas, opinions, and hopes or desires to achieve something, negotiate solutions, or establish and maintain friendships and social relationships.

2. Components of Speaking

Mardhiyah (2023) stated that speaking skill has five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Based on the Cambridge dictionary pronunciation is how we say words correctly. Knowing how the word is pronounced prevents both the listener and speaker from misunderstanding.

b. Grammar

This is one of the important components of language because it teaches about the rules of language. It is how you construct phrases and organize sentences using appropriate structure to create meaning correctly.

c. Vocabulary

Collection of words in language. This is used to construct the sentences. Having a lot of vocabulary helps speakers of a particular language to become fluent.

d. Fluency

Fluency refers to the ability to speak, with clear articulation, smooth rhythm, and appropriate pace.

e. Comprehension

The ability to understand and grasp the meaning of information presented is called comprehension.

3. Psychological Factors Influence English-Speaking

According to Nety et al., (2020) says 5 psychological factors have hindered students' speaking skills:

1) **Fear of Mistake**

Fear of mistakes is a condition that anyone can experience. It is caused by several things such as feeling incapable or anxiety. People who have fear of mistakes prevent them from taking risks, trying new things and reaching their full potential.

2) **Anxiety**

Anxiety is a condition when a person feels fear, nervousness, and worry. A prevalent issue, anxiety can hinder students from speaking due to fear of making mistakes or being judged by peers, leading to reluctant in participation, (Jupri & Jumadil, 2023).

3) **Shyness**

Shyness is a condition when a person feels clumsy, discomfort or apprehension when they interacting with others. Shy students often avoid speaking opportunities, resulting in limited practice and development of their speaking skill, (Sari, 2022).

4) **Lack of Confidence**

Lack of confidence is the absence of belief in one's abilities or worth. Someone with lack of confidence will doubt their decisions, fear of failure and avoid challenges in life. Higher self-confidence correlates with better speaking performance. Students who believe in their abilities are more likely to engage in conversation, (Sarkowi et al., 2023).

5) **Lack of Motivation**

Lack of motivation is the condition when someone loses enthusiasm or interest in achieving goals. Both intrinsic and extrinsic

motivation are essential for encouraging students to practice speaking.

Lack of motivation can lead to disengagement and poor performance.

B. Self-confidence

This section will explain the definition of self-confidence, the characteristics of self-confidence, the lack of confidence characteristic, and the factors that influence self-confidence.

1. Definition of Self-confidence

According to Kansil (2023), Self-confidence is belief in one's own abilities, strengths, and judgment. People with self-confidence will focus on their abilities and strengths so that they tend to develop their potential optimally. With the belief in these abilities will have a positive view of oneself, therefore people with high self-confidence will maximize their abilities so that they will more easily achieve their goals. People with self-confidence are not easy to give up and are discouraged by the results they get, because they will still have a positive view of what happened. They tend to focus more on the efforts they make rather than the results they get so that when things don't go as expected, people with self-confidence will make reflections on themselves rather than blame the situation. Self-confidence is the attitude individual in developing a positive assessment of himself (Hulukati 2019).

On the other side, Nety (2020) explain in more detail, self-confidence is an attitude or feeling confident in the ability of oneself so that the person concerned is not too anxious in his actions, can feel free to do the things he likes and is responsible for his actions, warm and polite in interacting with others, have the impulse to excel and be familiar with the advantages and

disadvantages. Furthermore, according to the above explanation, people with self-confidence do not depend on others, they can do things they like and take responsibility for their actions. They are at the point of recognizing what their strengths and weaknesses are so that they do not feel anxious in acting. In addition, they will be more polite and warm in their interactions. Besides that, in speaking context, Self-Confidence is a crucial part that can give enthusiasm, brave, and stimulation to the learners. Therefore, if the learners have high self-confidence, they will achieve the best performance in speaking skills fluently, (Kansil et al., 2022). To speak fluently, students should perceive a certain level of self-confidence, as self-confidence can help them adjust to their social environment optimistically.

In otherwise, students who lack confidence tend to avoid communication and prefer to be silent, Rakhmat in (Silalahi et al, 2024). Meanwhile, to acquire speaking skills, students need more practice and engagement. According to Dong (2022), he found that low self-confidence was the most influential factor in speaking performance. Having language skills such as good grammar and a large vocabulary is not enough if someone does not believe in their abilities, which is why this confidence has an important role because it is strongly related to willingness to communicate.

Based on the explanations put forward by experts, in this research self-confidence is defined as a person's trust or belief in their ability to explore the potential optimally, so that they can give their best performance in various situations, especially in English-speaking contexts.

2. Characteristics of Self-confidence

According to Nety et al., (2020) The characteristics of people who have self-confidence namely:

a. Belief in yourself

Someone who has self-confidence will understand the capabilities and know what to do.

b. Not being dependent on others

Confident people will be independent and try to do something with the ability itself.

c. Feeling of Self-worth

Those who believe themselves to have a positive cells that esteem of positive self-esteem a person will always be expected by others.

d. No Hesitation

Confident people will always do the job without hesitation.

e. Not boasting of one's abilities

People with self-confidence do not necessarily impose them on others.

f. Dare to Act

Someone who has confidence will always feel brave in doing an act.

3. Lack of Confidence Characteristic

According to Akbari & Sahibzada (2020) he revealed that people with low self-confidence will experience the following things:

- a. Fearfulness. People with low self-confidence will live in tightness. This is because they are unable to think positively about what is in their lives.

So negative thoughts like failure will always be there when they try something.

- b. Pessimist. Feeling inadequate at many things in life, unable to see potential, and preferring to withdraw and not try anything.
- c. No vision and goal. People with low self-confidence usually do not have a clear idea of what they think is important and purposeful. It's more like they just follow where life takes them without daring to have their own desire.
- d. Insecure. Depend on others and prefer to be friends with people who feel the same way as him/her, which can reduce him/her self-worth.
- e. Live to make people happy rather than themselves. In contrast to people who have self-confidence they will adjust to their environment. However, people who do not have it will try to be what is in their environment because they prefer tranquility rather than discovering their own potential.

4. Factors Influence Self-confidence

Based on Ekadaya (2020) factors that can influence self-confidence are:

a. Self-esteem

Self-esteem is a form of self-assessment on how they value themselves. A person with a good self-concept will also raise good self-esteem. It may be obtained from the surrounding socialization. People with high self-esteem will certainly have high self-confidence as well. They can see that they are successful individuals. However, people who

do not have self-esteem will always look down on themselves, lack confidence, and be less able to get along with their surroundings.

b. Experience

Someone with disappointing experiences will usually feel insecure. A healthy personality is also born from good experiences in the past. With these good experiences will shape a person's confidence in their abilities or think positively about their potential.

c. Education

Education can affect a person's level of self-confidence. People with high education will have high self-confidence and vice versa. People with low self-confidence can be caused because they will depend on people who are smarter than them.

d. Self-concept

A positive self-concept is when a person has been able to respect others and respect themselves. By having a good self-concept one will not look down on others likewise themselves.

According to Damayanti (2022), some factors that can also affect self-confidence are as follows:

a. Parenting Style

Family is one of the factors that influence child development. Families, especially parents, always want to provide the best for their children both in meeting their needs materially and emotionally through parenting. Parents will choose the best and right parenting style for their children so that they can become great individuals. Democratic parenting is believed to support the development of children's self-confidence. Because democratic parenting provides freedom of opinion,

it is considered to train children in developing the courage to face and solve their own problems without depending on others.

b. Age Maturity

A person's level of self-confidence can be different over the same time. It also can be influenced by other interconnected factors. However, age maturity can also affect this as a child's emotional development also depends on their age.

c. Gender

Men are differentiated in brand confidence due to the stigma that exists in society and has become widespread that men will be perceived as independent and able to protect while women are perceived as weak and need protection.

d. Physical Appearance

Someone who has an attractive physical appearance usually gets good treatment, in contrast to someone who has a less attractive physical appearance then it will also be difficult to get good treatment.

C. The Relationship between Self-confidence and Speaking Performance

To have a good speaking performance in English, we have to fulfill several components including fluency. A certain level of self-confidence is needed to be fluent and successful speech in any situation. It is possible to show how a person's speaking performance and level of confidence are related. Based on previous research conducted by Pham (2021) and Silalahi et al. (2024) there was a significant correlation between self-confidence and speaking performance. A previous study examined the relationship between self-confidence and speaking achievement. The result is that the higher the self-confidence of students, the higher their speaking achievement (Tridinati, 2018). The next study conducted by Mega & Sugiarto

(2020) and Suwari et al. (2023) examined the relationship between self-confidence and speaking skills with the result that the two variables are positively and significantly correlated.

Considering the result of previous research above, we can conclude that self-confidence and speaking performance are correlated. therefore, this study merges the two variables self-confidence and speaking performance to make English speaking confidence as the dependent variable of the research.

The theory that will be used to measure confidence in English speaking is the theory proposed by Griffie (1997) that the key factors of self-confidence are ability and assurance. Furthermore, Macintyre et al. (1998): explain further the concept of these factors: the factor ability refers to the learner's perceived competence at a particular moment and judgment of language proficiency, based on this concept we build some statements about the competence, and language proficiency to make it easier for the students to judge their ability. Furthermore, the factor of assurance is an emotional reaction and pleasant experience in English speaking, this second factor becomes a determining concept of how they react to experiences in English speaking, which this experience is very influential on self-confidence, we can see that students with unpleasant experiences will not shake their mentality to try and it is a sign that they have a high level of confidence.

D. Parenting Style

This section will explain the definition of parenting style, the types of parenting styles, and the factors that influence parenting style.

1. Definition of Parenting Style

According to Maimun (2017), parenting is a pattern that parents use to care of and treat their children to establish relationship for their children growth and development. Every parent certainly has a different parenting pattern. This parenting style includes all the habits carried out by parents, both mothers and fathers, in caring for, nurturing, leading, and guiding their children. Every parents want the best for their children, including in choosing the most appropriate way to care for and look after their children. It is because the home is the first learning environment where students are exposed to various activities, academically, physically, emotionally and even spiritually, (Adeyemi, 2020). The parenting style chosen by parents will determine how the child develops in the future.

Parents who provide a nurturing atmosphere, encourage curiosity and provide educational resources help their kids grow intellectually faster. Adeyemi (2020) said that students' performance is greatly impacted by parents' activities and behaviors at home, including their supervision of others, assigning assignments, enforcing rules, being careless, using inappropriate language, being stern, not keeping enough eye on their children, and granting them too much freedom. That is why parents should adopt a parenting style that provides an opportunity to communicate, read, and write freely in the related areas of English.

Furthermore, Parenting style also determines how they communicate with their children. Authoritarian parenting styles might hinder a student's development, particularly in the area of communication skills. Authoritarian

does not provide an opportunity to convey an opinion, so the children will tend to be passive. Besides that, if the parents provide good communication by giving an opportunity to convey opinions, parents will find it easier to meet the needs of their children. The children assumed will grow up in the normal range both mentally and physically. A youngster whose mental and physical capacities fall within the usual range will undoubtedly grow up to acquire a language, and most of the time the desire to learn additional language(s) will develop, (Girsang et al., 2021).

Based on the explanation above, it can be concluded that parenting styles are all ways that parents apply to nurture, monitor, guide, and educate their children. Choosing the right parenting style in accordance with the child's condition helps children to develop and grow optimally both in personality, intelligence, and skills.

2. Types of Parenting Style

Baumrind (2013) conceptualized three parenting styles based on responsiveness and demandingness: responsiveness refers to how parents express love & affection, talk, support, and reason with their children. In contrast, the demandingness dimension shows how much a parent exercises control and monitoring, upholds their authority, and sets expectations for their children. Here are the three parenting styles as follows:

a Authoritative Parenting Style

This parenting style balances demanding and responsive. Parents with this parenting style will monitor and give clear directions to their children. Firm but not intrusive or restrictive. This parenting

style prefers supportive rather than punitive ways to discipline their children. Expectedly, their child will become assertive and responsible for self-regulation or independent and cooperative.

In this pattern, the interaction between parents and children runs well. In this pattern, children have more opportunities to express their opinions and will not be pressured by the rules set by the parents. In learning, children's language development can develop faster because they will be freer to know words but also remain within reasonable limits because they are still under the supervision of their parents, (Kartikasari et al., 2023).

a. Authoritarian Parenting Style

Parents with an Authoritarian style are more demanding and directive but not responsive. Parents with this parenting style will have stricter rules. They are compliance and status-oriented. A child with this kind of parenting is usually required to be more obedient to parental orders without being allowed to have an opinion. Parents also want to be obeyed without explanation.

Furthermore, in this parenting style, two-way communication did not occur. Since this parenting style does not allow children to convey opinions, they will be accustomed to receiving and being a listener rather than a speaker. This authoritarian parenting style can result in a loss of freedom in children and less initiative and activity so that children become less confident in their abilities, (Kartikasari et al., 2023).

b. Permissive Parenting Style

This parenting style tends to be more responsive but not demanding. Parents did not give specific control and rules, they gave more freedom to their children to do what they wanted. In this parenting style, the relationship with language is that when parents feel they have neglected the child too much, freeing the child to associate with anyone can eventually make the child use inappropriate language. In Hurlock's opinion (2009) permissiveness is a nurturing pattern where both parents indulge a child so much that a child grows up to be selfish and demanding. Demanding it is a child can then cause poor social adjustment, both at home and outdoors.

3. Factors that Influence Parenting Style

According to Ekadaya (2020), there are several factors can influence parenting patterns including:

a. Education

Parents' education will certainly give them experience, it will affect their readiness to carry out parenting. They become more prepared and have a broad understanding. They have a better understanding of the needs of child development. They will provide appropriate explanations following the conditions of their children.

b. Socio-economic level

Parents with a middle to upper economic class will tend to be warmer than parents who comes from a lower economy. Parents with

stable economic will affect their emotions, so they are able to think logically about the condition that happened at the time.

c. Environment

The environment is quite influential on child development as well as parenting patterns. Parents will learn from their surrounding environment, they even ask for opinions from the people closest to them such as family and friends. That's because parents need consideration from people who are considered to have more experience in childcare.

d. Culture

In this cultural context, it will focus more on parenting that is repeated with the same pattern in the community. This is because parents will imitate the habits of the people around them who are considered successful in educating their children. In addition, they will more or less imitate the parenting patterns they get from their parents. They will copy the parenting style and apply it to their children.

E. How Parenting Style can Affect the Students' English-Speaking Confidence

Parenting style is the way that parents apply to care for. Guide and educate their children. In its application, parenting is also a pattern of communication between children and parents. 3 types of parenting styles can affect self-confidence differently. Firstly, authoritative parenting is parenting that provides a balance between demandingness and responsiveness. Demanding includes rules and expectations of parents towards their children that are clearly regulated. Furthermore, responsiveness is a form of parental affection in the form of support, appreciation, good communication, and logical reasons for the decisions they make.

Furthermore, how this parenting pattern can affect children's confidence in speaking English is: First, parents with this parenting style build good communication with their children by allowing them to have an opinion. For example, when choosing extracurricular activities on campus, parents will ask what activities their children are interested in. Children will tell the activities they choose by including their reasons as a form of responsibility. Then parents will open a discussion by directing and giving consideration to the good and bad effects of the decisions chosen by their children. Furthermore, children will try to convince their parents by giving clear reasons and goals. So in this way, communication between children and parents is well established, but to achieve this, parents must also be good listeners so that children are more focused and confident in conveying their ideas or thoughts because they feel valued.

Next, parents with this parenting style will appreciate their children for every effort they make. As a form of monitoring from parents, they will ask about their children's achievements. However, authoritative parents focus on efforts their children have made rather than the results. As a small example, parents ask “How did you do on your English test today?” and the children reply that their results were not what they expected. Parents will try to appreciate them by explaining that it does not matter when children have tried but the results are not as they expected. Then parents will provide an understanding that children must be able to try harder if they want to achieve the results they expect. So how does this increase a child's confidence? It is through the good experiences they receive, that when they feel they are not blamed for the results they get and instead are appreciated. They will

tend to try harder so as not to disappoint their parents, this can increase their confidence.

Then, parents will provide emotional support such as celebrating children's achievements and giving praise. One example is when a child dares to participate in an English speech competition, whether the child wins or not, parents will still celebrate such as giving a small gift or just buying a meal as a form of celebration for the child's courage. On this occasion, parents will invite children together to evaluate by asking how the child's experience is, and what obstacles he faces. Children will be open to parents by conveying their feelings and the obstacles they face, this way they can solve the problem so that children will not be afraid when they want to try again. Furthermore, parents give compliments such as “You are great for having the courage to speak in public. You are great for having the courage to compete with other friends” With this praise children will tend to feel happy and supported by the people around them. So that they will not hesitate and dare to try new things which can increase their self-confidence.

Secondly, authoritarian parenting is highly demanding and less responsive. Parents with this parenting style provide strict rules, always want to be obeyed, and do not give children the opportunity to have an opinion. Then how this parenting can affect children's confidence in English is: First, parents put pressure on children to achieve perfection by imposing their will. For example, you must have a GPA above 3.8. If you don't achieve that then you will be punished! Children will certainly try hard to achieve that as a form of obeying the rules made by their parents. When the results obtained by children are not appropriate, parents will immediately express their disappointment such as for example “why did you get

this result? You should be more than this” in a yelling and comparing tone. Instead of directing the child, parents blame them. Then children are not given the opportunity to defend themselves or just explain the reasons and obstacles they face. The effect is that it will cause fear in children so that they do not dare to speak up for fear of punishment and judgment. How this can affect a person's low self-confidence is because they will have low self-esteem so they will withdraw from similar things and underestimate themselves.

Next, there is a lack of support from parents for what their children do. Because parents with this parenting style focus more on the results rather than the process that their children go through. They will tend not to appreciate their children but instead, compare them with other children. For example, when the child tells his experience at school, “Mom, in the English exam this time my score is in the top 5” then the parents will respond “How come only the top 5, your friend A has won continuously, has participated in competitions everywhere” this does look simple, but of course, it can affect children's self-confidence. After all, they will feel pessimistic about their abilities because they are often seen as inferior to others. As a result, instead of developing their potential, they are reluctant to try. “anyway, it's still better si a, si b for mom and dad so why am I trying so hard?”

Furthermore, there is a lack of motivation provided by parents. Parents with this parenting pattern usually do not give praise to children. For example, when parents set expectations “you must got the first rank in class” when children can achieve that, parents will not give praise because they think it is the children's obligation to comply. An example of communication is “Mom, dad I got the first rank in class, here is the report card” Then the parents will answer “Yes good” This

does not refer to praise but rather when parents feel the child is obeying their orders. Then the impact of this attitude is that children become not goal oriented, even though the characteristics of confident people are those who have a vision and goals.

Thirdly, permissive parenting is a parenting pattern with high responsiveness and less demandingness. The characteristic of this parenting style is that children are given the freedom to choose and make any decision in their lives. Low control and supervision. This parenting style also does not impose punishment. Children with this parenting pattern will have difficulty optimizing their potential, due to the lack of supervision from their parents, so children do not have control and evaluation. Children will experience confusion about what they are doing, whether it is good or not. For example, in making decisions about what activities the children will participate in to support their academics. Children will choose themselves without informing parents, and parents never show any form of prohibition or just a question about what their children take or go through. Children will certainly be more likely to do things that they like, no matter whether it hinders their development or not. As for language acquisition, children with this parenting pattern will tend to get inappropriate language because their source is the social environment they encounter.

Next, there is low supervision and control. For example, parents never ask about their children's achievements, no matter if they get low or high grades. In the beginning, Children with this upbringing may feel but if it continuously they will feel unnoticed, and not considered important in all the processes they go through. They tend to have low motivation to do things. For example, in an effort to improve their English performance, if they get a supportive environment at school then it

can help them improve their performance. However, if they don't get that at school then they will just do things that they enjoy, be careless, and not take responsibility for their choices. Furthermore, this parenting style does not impose punishment, rules and boundaries in the family are not clearly set. When children get high grades they do not get rewards or praise while when they get low grades they do not get punishment or even direction from their parents. So, in this parenting style, parents have no involvement in their children's learning process.

F. Previous Study

In this part, the previous research will be displayed to increase the originality of this research, here are some researches that has been compiled.

Firstly, the research was conducted by Pham et al., (2021) entitled “The Relationships between Students’ Self-Confidence and Their English Speaking Performance: A Case Study of English Majored Students at A Private University in Vietnam”. This research used descriptive quantitative and qualitative. The sample was 150 students majoring in English. The data collection was a questionnaire to determine their self-confidence and English-speaking performance. Then, 10 participants’ were picked up for the interview section. The similarity of this study is that both examine self-confidence with speaking performance. This research wants to review the relationship between self-confidence as the independent variable and speaking performance as the dependent variable, in contrast to the research that will be carried out, self-confidence and speaking performance are combined as dependent variables and the independent variable is parenting.

Secondly, the research comes from Adeyemi (2020) entitled “Parental Style and Undergraduate Students’ Performance in the Use of English in Tertiary

Institution in Ondo State, Nigeria”. This research used a survey research design. This is because the research has a wide population so the survey is used to make it easier to gain the data. The population of 840 undergraduate students from two faculties out of the three in the university. This research used 2 instruments: (i) GST to test the student's performance in the use of English. (ii) PSG (Parental Style Questionnaire) which is used to classify the parenting style that is adopted by their parents. Next, the data were analyzed using frequency count, simple percentage, and Chi-square statistics. The similarity of this research is the independent variable which is parental style. Besides that, the dependent variable was quite similar but in a different field, the article tried to find the influence of parental style on the student's English performance meanwhile this article wants to examine it in more detail which is self-confidence in English speaking. This research will be conducted using quantitative correlation with the hypothesis test using multiple linear regression analysis. This is what distinguishes between these two studies where one used chi-square to see the influence between variables while this article uses regression analysis to find out how strongly the independent variable relates to and influences the dependent variable.

Thirdly, this paper is an Indonesian article (Lestarina et al., 2024) entitled “Pola Asuh Orang Tua Dan Tingkat Kepercayaan Diri Mahasiswa Stikes Di Surabaya” or “Parenting Style and Self-Confidence Level of Undergraduate Students of STIKES Surabaya”. This research used quantitative with correlational study. The research instrument was a parental authority questionnaire and self-confidence questionnaire with 138 respondents which were taken by purposive sampling technique. This study aims to see the relationship between parenting

patterns and the level of students' self-confidence. The results of this study, there are 80% of students have parents with democratic parenting. 69% of students are at a moderate level of self-confidence. The author concludes that there is a relationship between parenting and student self-confidence. The similarity between this research and the research that will be conducted is in an independent variable, namely parenting style. Furthermore, the dependent variable is similar but different in context, this study takes self-confidence in general but in this research, self-confidence will be studied specifically on English speaking performance.

G. Hypothesis

Based on the background, research problem, and previous research, the hypothesis of this study can be formulated as follows:

H_{a1} = Authoritative parenting style influences English-speaking confidence.

H_{01} = Authoritative parenting style does not influence English-speaking confidence.

H_{a2} = Authoritarian parenting style influences English-speaking confidence.

H_{02} = Authoritarian parenting style does not influence English-speaking confidence.

H_{a3} = Permissive parenting style influences English-speaking confidence.

H_{03} = Permissive parenting style does not influence English-speaking confidence.

CHAPTER III

RESEARCH METHOD

In this section, the research methods used to achieve the research objectives will be explained. Here are the parts that will be described: research design, time and setting of the research, research variables, research population and sample, data sources, research instruments, data collection techniques, validity and reliability tests, data analysis, and also the research procedure.

A. Research Design

The approach used in this research is quantitative. Quantitative is a method used to find the answers to problems whose research data is in the form of numbers and analysis using statistics. This method usually tests the relationship between variables, where the variables are tested using a research instrument so that the data analysis allows for statistical techniques, (Sugiyono, 2013).

The type of research methodology used is quantitative correlation, which looks at the relationship between two or more variables, particularly how much a change in one variable affects a change in another. By measuring several variables and calculating the correlation coefficient between them, this type of research seeks to test a hypothesis by identifying which variables are correlated, (Noor, 2011).

B. Time and Setting of the Research

This research will be conducted at UIN Maulana Malik Ibrahim Malang, which is located at Gajayana Street, No.50, Dinoyo, Malang. This research will be carried out in the English education department, namely 3rd-semester students in the academic year 2024/2025.

C. Research Variable

According to Sugiyono (2013), a research variable is an attribute or trait or value of people, objects or activities that have certain variations set by researchers to study and then draw conclusions.

In this study, there are two types of variables: independent variables and dependent variables. Independent variables are free variables that can affect dependent variables and are usually represented by the X symbol. The dependent variable is the main factor that needs to be explained or predicted and is influenced by a number of other factors and is represented by the Y symbol.

Based on the title of this research “The Influence of parenting style on English speaking confidence”, it can be concluded that the independent variable of this research is parenting style, while the dependent variable is English Speaking Confidence.

D. Research Population and Sample

Population is all individuals or objects in the research target. So, population is not just a number but also includes all the characteristics possessed by the subject or object (Sugiyono, 2013). The population of this study is students of 3rd semester of the English education department UIN Maulana Malik Ibrahim Malang, academic year 2024/2025. The number of students in 3rd semester is 79. So the population of this research is 79 students.

Sample is part of the number and characteristics possessed by the population. The use of samples in this research is to use the entire population, namely students of 3rd semester because of the limitations of the population. While the sampling technique used is total sampling technique because the number of

samples is the same as the population. This is done because the population is less than 100, so the entire population is used as a research sample.

E. Data Resource

Research data is a collection of facts or information collected during the research process. These facts can be in the form of numbers, words, pictures, or other forms, which will then be analyzed to answer research questions and draw conclusions. Data is classified into two categories, namely Primary data and secondary data. In this research, it only uses the primary data because the researcher is directly involved in collecting this research data, namely by distributing questionnaires directly to respondents.

F. Research Instrument

Research variables are observed natural and social phenomena that are measured using instruments called research instruments. Instrument is a tool used to measure observed variables in the form of natural and social phenomena. In this study there is one instrument that will be used, namely a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. In this study there are two questionnaires that will be used, namely the parenting pattern questionnaire and the English-speaking confidence questionnaire.

These questionnaires are developed by the researcher based on the existing theory proposed by Baumrind (2013) for the parenting questionnaire. Furthermore, for the English-speaking questionnaire the researcher develop it based on the theory proposed by Griffie (1997) who is stated the key factors of self-confidence are ability and assurance. This theory allow the researcher to develop the English-

speaking confidence questionnaire by combining the ability including the components of speaking and the assurance to measure the students' emotional reaction and experience based on the characteristics of self-confidence. Then, the types of questionnaires are divided into two, namely closed questionnaires and open questionnaires. Closed questionnaire is a type of questionnaire that will be used in this study where respondents will only give a sign (✓) on the statements that have been provided.

Furthermore, to measure the scale in this research questionnaire, a Likert scale is used, which is a scale used to measure the attitudes, opinions, or perceptions of a person or group of people towards social phenomena. Furthermore, in the Likert scale, the variables to be measured will be translated into indicators which these indicators serve as a reference in the preparation of instrument items. The answer options on the Likert scale used in this study amounted to 4 answer options, namely strongly agree, agree, disagree, and strongly disagree. In measuring the scale in this study, the neutral option is eliminated because it has a double meaning, which can agree or disagree.

1. Parental Questionnaire

To determine the parenting style applied by parents, the questionnaire was developed by the researcher based on the theory of Baumrind (2013) which categorized parenting style into three categories: authoritative, authoritarian, and permissive. He divided this parenting style based on responsiveness and demandingness. Responsiveness is how the parents express love & affection, talk, support, and reason with children. Meanwhile, demandingness refers to how much a parent exercises control and monitoring, upholds authority, and sets

expectations for their children. The indicators in this instrument will be developed based on two dimensions, namely demandingness and responsiveness. Authoritative parenting is a parenting pattern that is less demandingness but high responsiveness while authoritarian is the opposite, namely less responsiveness and high demandingness. Furthermore, permissive parenting is a parenting pattern with a category of not demanding but still responsive. Based on the existing indicators, there are 18 question items that will be used to determine what parenting style is applied by parents. There are 9 favorable questions and 9 unfavorable questions with 4 alternative answers, namely strongly agree, agree, disagree, and strongly disagree.

Table 3.1 Parenting Authority Questionnaire

No	Types	Indicator	Item		Total
			Favorable	Unfavorable	
1	Authoritative	Encourage children to be free, but still provide limits and control their actions.	1	3	2
		Family rule-making is set together	5	6	2
		parents and children have a communicative relationship	3	4	2
2	Authoritarian	Parents are restrictive, controlling and punitive.	7	8	2
		Urge to follow the will of parents	9	10	2
		The relationship between parents and children is less communicative	11	12	2
3	Permissive	Parents do not provide strong and clear rules, so they	13	14	2

tend to give freedom to their children.			
Not providing supervision and direction for children's behavior.	15	16	2
Always fulfill the child's wishes.	17	18	2
Total	9	9	18

Table 3.2 Scoring Rubric of Parenting Pattern Instrument

Alternative Answers	Notation	Score of Favorable Quest	Score of Unfavorable Quest
Strongly Disagree	SD	1	4
Disagree	D	2	3
Agree	A	3	2
Strongly Agree	SA	4	1

2. English Speaking Confidence Questionnaire

To measure English speaking confidence, especially in speaking performance the researcher develop the questionnaire based on the theory proposed by Griffiee (1997) that the key factors of self-confidence are ability and assurance. Furthermore, Macintyre et al. (1998): explain further the concept of these factors: the factor ability refers to the learner's perceived competence at a particular moment and judgment of language proficiency. Furthermore, the factor of assurance is an emotional reaction and pleasant experience in English speaking. Furthermore, the English speaking confidence questionnaire is arranged based on two dimensions of the theory previously described. As for the ability dimension, the indicators we use are the components of speaking proposed by Mardhiyah, namely pronunciation, grammar, vocabulary, fluency and comorehension. This aims to adjust to the desired research data.

Furthermore, for the assurance dimension, the researcher develops the question items asked through indicators that are adjusted to the characteristics of self-confidence itself. The number of statements to be submitted is 22 items with 11 favorable questions and 11 unfavorable questions with 4 alternative answers, namely strongly agree, agree, disagree, and strongly disagree.

Tabel 3.3 English Speaking Confidence Questionnaire

No	Dimension	Indicator	Item		Total
			Favorable	Unfavorable	
1	Ability	Pronunciation	1	2	2
		Grammar	3	4	2
		Vocabulary	5	6	2
		Fluency	7	8	2
		Comprehension	9	10	2
2	Assurance	Belief in yourself	11	12	2
		Not dependent on others	13	14	2
		Self-worth	15	16	2
		No hesitation	17	18	2
		Not boasting of one's abilities	19	20	2
		Dare to act	21	22	2
		Total	11	11	22

Table 3.4 Rubric Assessment of English-Speaking Confidence Questionnaire

Alternative Answers	Notation	Score of Favorable Quest	Score of Unfavorable Quest
Strongly Disagree	SD	1	4
Disagree	D	2	3
Agree	A	3	2
Strongly Agree	SA	4	1

3. Data Collection Technique

In research, data collection techniques are a very important part because they are one of the keys to the objectivity and validity of the data obtained. Therefore, the tools used to collect data must be considered in order

to produce valid and rational data. As for this research, the data collection technique used is a questionnaire. Sugiyono (2013) explains that questionnaire is a data collection technique that is done by giving a set of questions or statements in written form to respondents to answer. The aim is to obtain data related to parenting patterns applied by their parents and the level of confidence in English speaking. In this study, researchers used a measurement scale with a Likert scale with 4 alternative answers, namely strongly agree, agree, disagree, and strongly disagree.

Furthermore, the questionnaire in this study is intended for students of the English Department in the 3rd semester of the 2024/2025 academic year. The questionnaire was delivered in two ways: First, it was delivered by online form via Google form and gained 30 respondents. Next, the 30 respondents that gained through online form is used to test the validity and reliability. Second, the questionnaire was delivered offline in the form of printed questionnaire, this is done due to the difficulty in gaining the data through online form. The researcher delivered the printed questionnaire 3 days to three different classes (A, B, and ICP Class).

G. Validity and Reliability

This section will provide the terms validity and reliability, it will be explained based on the expert explanation. Next is the prerequisite test

1. Validity Test

A measuring instrument that is placed by what is being measured is validity. This validity is related to the accuracy of the instrument used. The correlation test between the value of each question and the overall value of the

questionnaire is needed to determine the validity of the questionnaire that has been prepared.

In determining whether the correlation value of each question is significant, the product-moment correlation technique is used. With the help of SPSS software, this can be seen in the product moment value table. It is strongly recommended to discard or not use invalid question items, (Noor, 2011).

2. Reliability Test

The questions that have passed the validity test must then be tested with a reliability test. Reliability tests the extent to which the measuring instrument can be trusted and relied upon. Measuring instruments such as questions are said to be reliable when used several times to measure the same object, and will produce consistent data, (Sugiyono, 2013). It should be noted that only questions that pass the validity test can proceed to the reliability test, if a question fails the validity test, then there is no need to proceed to the reliability test.

H. Data Analysis

The data analysis will be provided from the lower step to the higher. There are some steps that are the research instrument test including validity and reliability test. Next is the prerequisite test analysis including normality, multicollinearity, and heteroscedasticity test.

1. Research Instrument Test

This section will provide the test for the instrument that will be used in this research.

a. Validity Test

In the validity test, the accuracy of a research instrument will be tested. The validity indicator is when the measuring instrument is in accordance with the object being measured. The questionnaire to be used must be tested using a correlation test between the value of each question item and the overall value of the questionnaire to determine its validity, (Noor, 2011). *Product moment correlation* is the formula used to measure the validity test.

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] \cdot [N \cdot \sum y^2 - (\sum y)^2]}}$$

Description:

R_{xy} = Correlation coefficient between variable x and variable y

N = Number of respondents

$\sum x$ = number of item score

$\sum y$ = number of total score

$\sum xy$ = number of item score and total item score

$\sum x^2$ = X quadrat score

$\sum y^2$ = Y quadrat score

In this calculation, the SPSS program will be used to calculate the *Product Moment Correlation* used in this validity test.

b. Reliability Test

The extent to which the measuring device is reliable or trusted is indicated by the reliability test. The reliability test used the *Alpha Cronbach*.

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

c. The Result of Validity and Reliability Test

1) Results of the Validity Test of the Parental Authority

Questionnaire

In this study, the validity test is used *r product moment*, with 30 data. The validity test is calculated using the help of SPSS.25 software. The significance level used is 5%, To find out whether the instrument is valid or not, this will be done by comparing the *r value* with *r table*. The instrument is considered valid if the result of *r value* > *r table*, and vice versa. Based on the critical value of the distribution of *r product moment*, it is known that data with a total of 30 has an *r table* of 0.361. There are two ways to see whether the instrument is valid or not. Firstly, if the calculated *r value* is >0.361 then the instrument is declared valid. Furthermore, if the value of significance is <0.05 then the instrument is declared valid. The validity test results are available in the attachment 4 which are presented in the table below.

Table 3.5 Validity Test Result of Variable X

Types of Parenting Style	Item of Instrument	Significant value	R-value	Keterangan
Authoritative	1	0,009	0,472	Valid
	2	0,001	0,578	Valid
	3	0,002	0,545	Valid
	4	0,002	0,550	Valid

Authoritarian	5	0,000	0,661	Valid
	6	0,000	0,651	Valid
	7	0,002	0,543	Valid
	8	0,000	0,601	Valid
	9	0,001	0,555	Valid
	10	0,003	0,519	Valid
	11	0,014	0,444	Valid
	12	0,000	0,741	Valid
Permissive	13	0,002	0,554	Valid
	14	0,002	0,537	Valid
	15	0,000	0,779	Valid
	16	0,001	0,588	Valid
	17	0,009	0,468	Valid
	18	0,000	0,628	Valid

From the table above, the total number of items is 18 statements. The validity testing criteria is, if the significance value is <0.05 then the instrument can be concluded as valid and vice versa. Validity testing criteria can also be seen if $r \text{ count} > r$ table. Based on the table above, it can be seen that the overall significance value of the items is <0.05 , as well as the calculated r value $>$ from r table (0.361), so it can be concluded that all the items in this instrument are declared valid and can be used to measure parenting variables in this research.

2) Result of the Validity Test of English Speaking Questionnaire

In this study, the validity test is used *r product moment*, with 30 data. The validity test is calculated using the help of

SPSS.25 software. The significance level used is 5%, To find out whether the instrument is valid or not, this will be done by comparing the *r hitung dengan r table*. The instrument is considered valid if the result of $r_{hitung} > r_{table}$, and vice versa. Based on the critical value of the distribution of r product moment, it is known that data with a total of 30 has an r table of 0.361. There are two ways to see whether the instrument is valid or not. Firstly, if the calculated r value is >0.361 then the instrument is declared valid. Furthermore, if the value of significance is <0.05 then the instrument is declared valid. The validity test results are available in the attachment 4 which are presented in the table below.

Table 3.6 Validity Test Result of Variable Y

English Speaking Confidence	Item of Instrument	Significant Value	R-Value	Description
Ability	1	0,001	0,558	Valid
	2	0,011	0,460	Valid
	3	0,002	0,538	Valid
	4	0,002	0,546	Valid
	5	0,012	0,453	Valid
	6	0,000	0,609	Valid
	7	0,007	0,480	Valid
	8	0,004	0,511	Valid
	9	0,005	0,503	Valid
	10	0,014	0,446	Valid
Assurance	11	0,013	0,449	Valid

12	0,000	0,780	Valid
13	0,041	0,376	Valid
14	0,019	0,425	Valid
15	0,010	0,464	Valid
16	0,002	0,532	Valid
17	0,002	0,542	Valid
18	0,012	0,453	Valid
19	0,005	0,498	Valid
20	0,028	0,401	Valid
21	0,004	0,508	Valid
22	0,000	0,728	Valid

From the table above, the total number of items is 22 statements. The validity testing criteria is, if the significance value is <0.05 then the instrument can be concluded as valid and vice versa. Validity testing criteria can also be seen if $r \text{ count} > r \text{ table}$. Based on the table above, it can be seen that the overall significance value of the items is <0.05 , as well as the calculated $r \text{ value} > \text{from } r \text{ table}$ (0.361), so it can be concluded that all the items in this instrument are declared valid and can be used to measure English-speaking confidence in this research.

3) Result of Reliability Test

Reliability test in this study used Cronbach's alpha with the help of SPSS.25 software. The instrument is said to be reliable if the Cronbach's alpha value is more than 0.60 (>0.60)

The following are the results of the reliability test:

Table 3.7 Reliability Test Result

N of Items	Cronbach's Alpha	Reliability Limit	Keterangan
40	0,611	0,60	Reliable

Based on the table above, Cronbach's Alpha obtained 0,611, which means that the value is greater than 0,60. So, we can conclude that all items of these instruments are reliable.

2. Prerequisite Test Analysis

a. Normality Test

Knowing whether the independent and dependent variables in the regression model have a normal distribution is the purpose of the normality test. A normally or almost normally distributed regression model is considered a high quality model.

The normality test is calculated using the SPSS program. Variables are considered normal if the value is greater than 0,05 ($p > 0,05$); if it less than 0,05 the distribution is considered abnormal.

b. Multicollinearity Test

To ensure the presence or absence of multicollinearity in a set of independent variables, the researcher can use the Variance Inflation Factor value, or VIF. It can be concluded that there is no multicollinearity in the data if the VIF value is less than 10 and the tolerance value is greater than 0.1. Research that does not experience multicollinearity is considered good.

c. Heteroscedasticity Test

When all observations in a regression model have unequal residual variances, this is known as heteroscedasticity. Heteroscedasticity can be detected in two different ways, mainly by using graphical and statistical techniques. Heteroscedasticity appears if the probability value is smaller than 0.05 while if the probability value is greater than 0.05 then there is no heteroscedasticity.

3. Hypothesis Test

a. Multiple Linear Regression Analysis

Multiple Linear regression is intended to analyze the relationship between two or more independent variables (X) and one dependent variable (Y).

Multiple linear regression equation

$$Y = a + b_1 X_1 + b_2 X_2$$

Description

Y = Regression

a = Constanta

b = Regression coefficient

Y = Dependent variable

X = Independent Variable

b. T-Test

In this study, the partial relationship between the independent variable (X) and the dependent variable (Y) was ascertained using the T-test. The following formula can be used to conduct the T-test.

$$t_{hitung} \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

c. F-Test

The F test is used to assess the impact of the independent variables (X1, X2, X3) on the dependent variable (Y) and to show the validity of the hypothesis both comprehensively and simultaneously. Here is the formula for the F test:

$$F = \frac{R^2/(n-1)}{(1-R^2)/(n-k)}$$

d. Coefficient Determination

The coefficient of determination analysis is carried out to determine the percentage contribution of the independent variable to the dependent variable. Simply put, the coefficient of determination is calculated using the coefficient of variation (R). The coefficient of determination (R Square) can be used to see the effect of the independent variable (X) on the dependent variable (Y) as long as the results of the regression analysis and the F test are significant. Conversely, if the F test results are not significant, then the coefficient of determination (R square) cannot be used to calculate the contribution of variable X to variable Y.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researchers describe the findings and discussion. Findings include the data description, pre-requisite test result, and hypothesis test result. Next, the Discussion is divided into three sub-categories including the effect of authoritative, authoritarian, and permissive parenting styles on English-speaking confidence.

A. Findings

1. Data Description

The data description section serves to describe the data that has been obtained from the data sources. The source of this data is 3 classes of undergraduate students majoring in the English Language Education Department of UIN Maulana Malik Ibrahim Malang. The student was in the 3rd semester of the academic year 2024/2025. The three classes are divided into ICP class, A class, and B Class by the total of 79 students. The data is gained by distributing the questionnaire directly to the class. Regarding to the distribution of data collection can be expressed as follows:

Table 4.1 Data Colletion

Class	Total	Percentage
ICP	24	30%
A	26	33%
B	29	37%
Total	79	100%

Then, The data obtained is calculated using the statistical application, namely SPSS.25. The calculation result of the data is presented in tabular form. The data was analyzed and interpreted by the researcher to answer the research problem, namely whether there is a significant influence between parenting style and students' English-speaking confidence. To clarify the data on the results of parenting patterns applied by student parents are as follows:

Table 4.2 Types of Parenting Result

Parenting Style	Total	Percentage
Authoritative	30	38%
Authoritarian	23	29%
Permissive	26	33%

This can be seen from the results of filling out the questionnaire on parental authority questionnaire variables made based on the categories proposed by Baumrind (2012). Authoritative parenting has the general characteristic of balancing demanding and responsiveness, while authoritarian is a parenting pattern with high demanding and less responsiveness and the last is permissive parenting, which is a more free parenting pattern that is less demanding and high responsiveness.

Furthermore, to determine the level of student confidence, it needs to be clarified by categorizing from the lowest, medium to the highest. The method used to determine the value range of each sub category is to find the minimum value, maximum value, interval and interval distance, so that the following results are obtained:

Table 4.3 Category Interpretation of Self-Confidence Variable

Value Range	Category
20-39	Low
40-59	Medium
60-79	High

The following is the data from the categorization based on the table above:

Table 4.4 Category of English-Speaking Confidence

No	Confidence Level	F	Percentage
1	Low	-	-
2	Medium	72	91%
3	High	7	9%
Total		79	100%

Based on the table above, it was found that 7 respondents had high self-confidence. Meanwhile, for the medium category, there were 72 respondents. Furthermore, namely the low category, there were 0 respondents in that category. This is based on the results of filling out students' English self-confidence questionnaires which include their abilities in the speaking components, namely (Pronunciation, Grammar, Vocabulary, Fluency and Comprehension). Next is their self-confidence which is measured from the characteristics of self-confidence itself so that after these two categories are combined it becomes a tool to measure their self-confidence in speaking.

2. Pre-requisite Test

This test is called a prerequisite test or test that must be met before carrying out the analysis with a regression test. There are several prerequisite tests in this research, namely the normality test, multicollinearity test, and heteroscedasticity test.

a. Normality Test

The normality test is used to determine whether the data obtained comes from a normally distributed population. The normality test in this study uses the Kolmogorov-Smirnov test with the help of the SPSS application. The result of the data will be presented in the form of numbers in tabular form. the criterion for the normality test is that the data is normally distributed if the significance value is > 0.05 . the following are the results of the normality test with Kolmogorov Smirnov:

Table 4.5 Normality Test Results with the Kolmogorov-Smirnov

		Unstandardized Residual
N		79
Normal Parameters	Mean	0,0000000
	Std. Deviation	4,21573725
Most Extreme Differences	Absolute	0,061
	Positive	0,061
	Negative	-0,040
Test Statistic		0,061
Asymp. Sig. (2-tailed)		0,200

From the results of the above calculations, a significance value of 0.200 is obtained, which means it is greater than 0.05, so it can be concluded that the data in this study are normally distributed.

b. Multicollinearity Test

The multicollinearity test is used to see if there is a relationship between the independent variables that will be used in the regression equation. This test is important because if the independent variables have a strong relationship in parametric data testing, it will result in invalid testing. furthermore, there is a contraindication between simultaneous and partial test results. the criteria for the multicollinearity test are the results of the tolerance test > 0.1 or the VIF value $< 10,00$. the following are the results of the multicollinearity test:

Table 4.6 Multicollinearity Test Result

Model	Collinearity Tolerance	Statistic VIF
(Constant		
X1	0,908	1,101
X2	0,928	1,077
X3	0,964	1,037

from the results of the above calculations, it can be seen that the results of the tolerance of all independent variables > 0.1 . Furthermore, it can also be seen that the results of VIF < 10 . it can be concluded that there are no symptoms of multicollinearity, which means that there is no strong relationship between the independent variables.

c. Heteroscedasticity Test

This heteroscedasticity test is used to see whether the error variance has a constant value or not. Meanwhile, to fulfill this assumption test, the variance must be a constant value so that the regression testing carried out

is valid and the hypothesis testing can be trusted. The criteria for this test are a significance value > 0.05 , indicating that there are no symptoms of heteroscedasticity. heteroscedasticity test results are as follows:

Table 4.7 Heteroscedasticity Test Result

Model	Unstandardized B	Coefficients Std. Error	Standardized coefficients Beta	t	Sig.
(Constant)	,687	4,169		,165	,870
X1	,054	,119	,055	,454	,651
X2	,053	,138	,046	,388	,699
X3	,071	,141	,059	,502	617

From the calculation above, it can be seen that variable X1 has a significance value of 0.651, for variable X2 the significance value is 0.699. Furthermore, variable X3 has a significance value of 0.617. Based on the results explained above, it can be seen that the significance value of variables X1, X2, and X3 is greater than 0.05. So it can be concluded that there are no symptoms of heteroscedasticity, which means that the data variance is constant.

d. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the influence of independent variables, namely authoritative, authoritarian and permissive parenting styles on students' English speaking confidence. The following are the results of multiple linear regression analysis using SPSS version 25:

Table 4.8 Multiple Linear Regression Analysis Result

Model	Unstandardized B	Coeffisient Std. error	Standardized coefficient Beta	t	Sig.
Constant	68,797	7,432		9,371	,000
X1	,094	,210	,051	,446	0,657
X2	-,721	,242	-,333	-2,972	,004
X3	-,156	,248	-,069	-,631	,530

Based on the results of the multiple linear regression analysis above, the multiple linear regression equation model below is obtained:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 68,797 + 0,094X_1 - 0,721X_2 - 0,156X_3$$

The Formula Description

X1 = Authoritative parenting style

X2 = Authoritarian parenting style

X3 = Permissive parenting style

Based on the results above, the multiple linear regression equation can be interpreted as follows:

- 1) A constant value is obtained of 68.797, which means if the X1, X2, and X3 are assumed to have the value 0 the Y value is 68.797.
- 2) X1 obtained the positive coefficient regression value of 0,094, which means that if there is a 1% increase in variable X1 it will cause an increase in value of 0,094 in variable Y.

- 3) X2 obtained the negative coefficient regression value of -0,721, which means that if there is a 1% increase in variable X2 it will cause a decrease in value of 0,721 in variable Y.
- 4) Variable X3 obtained a negative coefficient regression value of -0,156, which means that if variable X3 increases by 1%, variable Y will decrease by 0,156.

3. Hypothesis Test

In this section, the results of hypothesis testing will be presented which include the F test, T-test, and coefficient of determination.

a. F-test

The F-test is used to see the impact of the independent variables (X1,X2, and X3) simultaneously on the dependent variable. The criteria for this test is, that if the significance value is < 0.05 , then the independent variable has a simultaneous effect on the dependent variable. Here is the result of the F-test:

Table 4.9 F Test Result (Simultan)

Model	Sum of squares	df	Mean squares	F	Sig.
Regression	198,180	3	66,060	3,574	0,18
Residual	1386,250	75	18,483		
Total	1584,430	78			

Based on the data result above, the significance value is 0,018 which is less than 0,05. We can conclude that the Independent Variables

(X1, X2, and X3) have a significant effect simultaneously on the dependent variable or (Y).

b. T-test

The t-test is used to see the effect of the independent variables partially on the dependent variable. The criteria used to conclude this test are, if the significant value is less than < 0.05 , then there is a significant influence between the independent and dependent variables. Here are the result of the t-test:

Table 4.10 T-test Result (Partial)

Model	Unstandardized B	Coeffisient Std. error	Standardized coeffisient Beta	t	Sig.
Constant	68,797	7,432		9,371	,000
X1	,094	,210	,051	,446	0,657
X2	-,721	,242	-,333	-2,972	,004
X3	-,156	,248	-,069	-,631	,530

Based on the t-test result above, can be explained as follows:

- 1) Hypothesis one states that authoritative parenting affects English-speaking confidence. Based on the results of the t-test on variable X1 or democratic parenting, the significance value is $0.657 > 0.05$ which means that democratic parenting does not affect English-speaking confidence, **Ha1 is rejected**.
- 2) Hypothesis two states that authoritarian parenting affects English speaking confidence. Based on the results of the t test on variable x1 or authoritarian parenting, the significance value is $0.004 < 0.05$ which

means that authoritarian parenting affects English speaking confidence,

Ha2 is accepted.

- 3) Hypothesis three states that permissive parenting affects English-speaking confidence. Based on the t-test results on variable X3 or permissive parenting, the significance value is $0.530 > 0.05$, meaning that permissive parenting has no effect on English-speaking confidence, and **Ha3 is rejected.**

c. Coefficient Determination

The coefficient determination is carried out to determine the percentage contribution of the independent variable to the dependent variable. It is calculated using the coefficient of variation (R). Here are the results of the test:

Table 4.11 Coefficient Determination Result (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,354	,125	0,090	4,299

Based on the table result above, it can be seen that the adjusted R square obtained a value of 0,090, which means that the X1, X2, and X3 contributed 9% to influence the variable Y simultaneously. The remaining value of 91% is influenced by other variables outside of this research.

B. Discussion

Based on statistical research analysis with multiple linear regression, things were found that need to be considered regarding the influence of parenting patterns on English-speaking confidence. The discussion of several research findings is explained as follows:

1. The Influence of Authoritative Parenting Style on Students's English-Speaking Confidence

The multiple regression analysis shows that the authoritative obtained a significant value of 0,657 which is higher than 0,05. Since the significance value is higher than 0,05, it can be concluded that authoritative parenting style has no significant influence on English-speaking confidence or H_0 is accepted and H_a is rejected. Authoritative obtained a positive correlation coefficient value, it shows that there is a directional relationship between authoritative parenting and students' English-speaking confidence. Thus, it can be concluded that English speaking Confidence will increase if there is an increase in authoritative parenting style.

Lestarina et al., (2024) research results show that parenting styles have a strong relationship with self-confidence, and as many as 80% of adolescents with good self-confidence reported having experienced authoritative parenting. The results of this research also reveal that children who grow up with an authoritative parenting style tend to show higher levels of self-confidence compared to those with an authoritarian and permissive parenting style. In a speaking context, a certain level of self-confidence is needed to be fluent and

successful speech in any situation. Fluency is one of the components that must be fulfilled in order to have a good speaking performance.

This authoritative parenting style is characterized by open communication, supportiveness, and setting clear rules. So children with this parenting style will hopefully have an improvement in their English speaking because the communication relationship between parents and children goes both ways. So that children are used to expressing their opinions. That's where they learn to convince their parents by giving clear reasons and goals for their opinions. Furthermore, this parenting style also provides appreciation for the process that their children go through, this will provide positive experiences for children in the process of developing their speaking skills so that they will continue to try positive things that will lead to improving their speaking skills.

However, the theory above contradicts the results of this study which show no significant influence of authoritative parenting on English-speaking confidence. This can certainly be caused by various factors, one of the factors is parents applied inconsistent parenting styles or did not fully understand. It can affect the resulting output that does not follow what is expected by authoritative parenting. In short, if the application of this parenting pattern is not optimal, the impact on students' English speaking confidence will also not be optimal.

Furthermore, there may be other variables or factors that are more dominant in influencing students' confidence in speaking. Factors such as public speaking experience, and support from peers may have a stronger influence. Since children have entered the adolescent phase towards adulthood, where they

spend more time in the university environment. In addition, English speaking confidence is also complex for second language learners. Various components must be fulfilled in English speaking skills. The absence of these components also may affect the English-speaking confidence.

One of the components is the lack of understanding of grammar, which will result in children being reluctant to speak for fear of negative judgment. Another factor is inadequate vocabulary which prevents them from expressing ideas and withdrawing from discussions. In fact, the components of speaking are still an obstacle that face by some students. Therefore, to have a good speaking skill, Students have to master the components and balance other factors such as psychological factors including self-confidence, anxiety etc.

2. The Influence of Authoritarian Parenting Style on Students' English-Speaking Confidence

The multiple regression analysis shows that authoritarian obtained a significant value of 0,004 which is lower than 0,05. Since the significance value is lower than 0,05, it can be concluded that authoritarian parenting style has a significant influence on English-speaking confidence or H_0 is rejected and H_a is accepted. With a negative correlation coefficient value, it shows that there is a unidirectional relationship between authoritarian parenting and students' English-speaking confidence. Thus, it can be concluded that English speaking Confidence will decrease if there is an increase in authoritarian parenting style.

This is in line with the research conducted by Hadi Kurniyawan et al., (2021), the result shows that students with an authoritarian parenting style tend to have lower self-confidence than students with a non-authoritarian parenting

style. He also finds that students with authoritarian will experience low self-confidence 5 times lower than other parenting styles. It is supported by Kartikasari et al., (2023), that an authoritarian parenting style can result in a loss of freedom in children and less initiative and activity so that children become less confident in their abilities, Students who lack confidence will avoid communication and prefer to be silent which can have a negative impact on their English speaking performance.

Furthermore, The restrictive nature of authoritarian parenting can hinder children's willingness to engage in discussions or express their thoughts, leading to anxiety and fear of judgment when speaking. This is particularly detrimental in language learning contexts, where confidence is crucial for practicing and mastering English speaking skill. Therefore, parents need to be careful in choosing the parenting style they apply to their children. Because parenting styles greatly influence the development of Children's English-speaking confidence.

Parents are not only required to provide clear rules and boundaries but also have to fulfill other aspects such as emotional support which can convince children to feel supported and appreciated. In fact, The lack of emotional support and encouragement from authoritarian parents can prevent children from developing the resilience needed to face challenges, including public speaking or participating in group discussions. As a result, these children may struggle harder to have confidence in English speaking.

3. The Influence of Permissive Parenting Style on Students's English-Speaking Confidence

The multiple regression analysis shows that permissive obtained a significant value of 0,530 which is higher than 0,05. Since the significance value is higher than 0,05, it can be concluded that permissive parenting style has no significant influence on English-speaking confidence or H_0 is accepted and H_a is rejected. Permissive obtained a negative correlation coefficient value, it shows that there is an unidirectional relationship between permissive parenting and students' English-speaking confidence. Thus, it can be concluded that English-speaking confidence will decrease if there is an increase in permissive parenting style.

Baumrind categorizes permissive parenting with high responsiveness and less demandingness. This parenting style is known as the characteristic of parents who don't care and give their children complete freedom to act and behave according to their wishes. Quoted from Ningsih et al., (2022), parents with this parenting style consider their children to be like adults so they can take their own actions and decisions. However, some studies suggest that this lack of structure may lead to challenges in language acquisition, particularly in terms of appropriate language use and social interactions. For instance, children raised in permissive environments might adopt inappropriate language or fail to develop the necessary component of English-speaking skills, which could ultimately affect their confidence when speaking in English.

Yahya et al., (2017) have the same finding of this research. The permissive parenting style has a negative correlation with self-confidence.

Especially in language learning, students who experience this parenting style will have difficulty in optimizing their potential due to the lack of supervision from parents, so children do not have control and evaluation. They will also be confused in determining activities that can support their speaking skill development due to a lack of direction from their parents.

Based on the theory that one of the characteristics of people who have self-confidence is that they are goal-oriented. Meanwhile, students with this parenting style are never given targets and asked about their achievements, they do not get the emotional support that encourages them to engage in various activities, such as participating in a public speaking competition or program that requires the participant to engage in discussion. So children will have difficulty in optimizing their potential to develop some abilities that support their English speaking due to the lack of practice. This is in accordance with Adeyemi's research findings, it was found that the parenting style most often applied by student parents was permissive. This shows that parents choose not to give their children much control when they enter university. As a result, for parents, if they continuously indulge their children, it will affect their English-speaking confidence.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provides the conclusion of the discussion in the previous chapter, and the suggestion will be provided for the students, teachers, parents, and further research.

A. Conclusion

This study aims to investigate the influence of authoritative, authoritarian, and permissive parenting styles on students' English-speaking confidence. The findings from the multiple regression analysis revealed that only the authoritarian parenting style had a significant negative impact on English-speaking confidence. It is because the restrictive nature of authoritarian parenting and the absence of opportunities to express opinions makes children passive and can hinder children's willingness to engage in discussions or express their thoughts, leading to anxiety and fear of judgment when speaking.

Authoritative parenting, characterized by high responsiveness and demandingness, was expected to positively influence students' confidence. However, the results did not support this expectation. This discrepancy may be attributed to several factors, including inconsistent application of parenting styles, the complexity of English-speaking skills, and the influence of other variables like public speaking experience and peer support.

Permissive parenting, characterized by high responsiveness and low demandingness, was also hypothesized to negatively impact students' English-speaking confidence. The findings confirmed this hypothesis. The lack of structure and guidance provided by permissive parents can hinder children's development of

essential language skills and self-regulation strategies, ultimately affecting their confidence in speaking English.

In addition, parenting styles influence children's development, especially in their English-speaking confidence. This is because children's smallest social environment is the family, where they will learn how to communicate well. Clear rules and boundaries as well as emotional support from parents are also things that need to be considered so that parents can implement appropriate parenting styles according to their children's conditions and needs. Choosing the right parenting style that suits the children's condition will help them to develop and grow optimally in terms of personality, intelligence, and skills.

B. Suggestions

1. Students

Students are advised to recognize their level of self-confidence as one of the factors that can influence their speaking skills. The hope is that by knowing their level of self-confidence, they can find solutions to the problems they face and not be stuck without any effort. Students are also advised to practice more to improve their speaking skills because language is a habitual act that requires a lot of practice to master.

2. Teacher

Teachers are expected to pay attention to aspects that can influence English speaking so that they do not only focus on ability but also on psychological factors such as self-confidence. So teachers can provide the right treatment and can even work together with parents to improve children's speaking skills.

3. Parents

Parents have an important role because they accompany children's growth and development from birth to adulthood. Therefore, parents are expected to be able to provide the best parenting style for their children. So that children can grow optimally both physically and mentally. Parents should be involved in their children's learning process, so that they can recognize obstacles and help children optimize their abilities, especially in English-speaking areas.

4. Further Research

For further research, similar research can be carried out using more detailed methods such as the mixed method, so that data obtained using quantitative methods can be compared with more detailed data in the field obtained from qualitative methods. Furthermore, researchers also hope that future research will be able to test other psychological factors that affect English speaking skills such as anxiety or lack of motivation.

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APPENDICES

Appendix I Permohonan Menjadi Validator

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50. Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id
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Nomor : B-350/Un.03/FITK/PP.00 9/10/2024 31 Oktober 2024
 Lampiran :
 Perihal : Permohonan Menjadi Validator

Kepada Yth.
Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed
 di -
 Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Miftahur Rahmah
NIM	: 200107110064
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: The Influence of Parenting Style on Students' English-Speaking Confidence
Dosen Pembimbing	: Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Validator, Akademik
Muhammad Walid, M.A
 NIM 2000031002

Appendix II Validation Sheet

Validation Sheet

Blueprint of Questionnaire Guide

THE INFLUENCE OF PARENTING STYLE ON STUDENTS' ENGLISH-SPEAKING CONFIDENCE

Validator	:	Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
NIP	:	197410252008012015
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validator Date	:	November, 2024

A. Introduction

This validation sheet is used to get an assessment from the validator on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you for your willingness to become a validator in this research.

B. Guidance

In this part, please give a score on each item with sign (✓) in the following columns below:

1 = Very Poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

1. The construction of research instrument

No	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument relevant to the research objectives.				✓		
2.	Research instrument formulated well.			✓			

3.	Research instrument based on the research theory.					✓		
----	---	--	--	--	--	---	--	--

2. The languages use in the research instrument

No	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument uses excellent and correct languages.				✓		
2.	Research instrument easy to understand.					✓	
3.	Research instruments has a clear statement.				✓		

3. The effectiveness of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument can help the researcher examine what are the parenting style that applied by students' parent and what are the students' level of English-speaking confidence.				✓		
2.	Research instruments can describe the parenting style and English-speaking confidence.					✓	

D. Suggestion

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.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, November, 2024

Validator



Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed

NIP. 197410252008012015

Appendix III Research Instrument

**PARENTAL AUTHORITY & ENGLISH-SPEAKING CONFIDENCE
QUESTIONNAIRE**

A. Identity

Name :

NIM :

Class of :

Current Residence :

Parents' Education :

Parents' Occupation :

B. How to fill out the questionnaire:

1. Please mark (X or ✓) in the answer box below that corresponds to your statement.
2. The categories used to answer are: Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD)
3. There are no right and wrong answers, there is no effect on the assessment done in the class and the answers will be kept confidential.
4. Statement number 1-18 is to measure the parenting style and Statement number 19-40 is to measure English-speaking confidence

No	Statements	SD	D	A	SS
1	My parents allow me to join extracurricular activities as long as I don't forget to study. (Orang tua saya mengizinkan saya mengikuti ekstrakurikuler asalkan saya tidak lupa belajar)				
2	My parents restrict me from doing activities that I enjoy. (Orang tua saya membatasi saya untuk melakukan kegiatan yang saya sukai)				

3	When my GPA dropped, my parents did not immediately scold me but asked me why my grades dropped. (Ketika IPK saya menurun, orang tua tidak langsung memarahi saya tetapi akan menanyakan mengapa nilai saya menurun)				
4	My parents don't give me a compliment when I study hard. (Orang tua saya tidak memberikan pujian ketika saya belajar dengan rajin)				
5	When my parents told me not to do something they would explain me the reason. (Ketika orang tua melarang saya melakukan sesuatu ia akan menjelaskan alasannya)				
6	My parents never gave me guidance on what I should and should not do during my studies. (Orang tua tidak pernah memberikan arahan secara jelas tentang perbuatan yang boleh dan tidak boleh saya lakukan selama perkuliahan)				
7	My parents imposed their will on their children. So their children don't have the freedom to make their own choices. (Orang tua saya memaksakan kehendaknya kepada anak-anak. sehingga anak-anak tidak memiliki kebebasan untuk menentukan pilihan mereka sendiri)				
8	Parents often express their wishes and expect me to make them come true. (Orang tua sering kali mengungkapkan keinginan mereka dan mengharapakan saya untuk mewujudkannya.)				

9	My parents wanted me to have the highest GPA. (orang tua saya menuntut saya untuk memiliki IPK tertinggi)				
10	My parents will not scold me when I am lazy to study. (Orang tua saya tidak akan memarahi saya ketika saya malas belajar)				
11	My parents think that children should obey every order given by parents. (Orang tua saya berpikir bahwa anak-anak harus mematuhi setiap perintah yang diberikan oleh orang tua.)				
12	If I have different wishes from my parents, then they are willing to listen to my reasons. (Jika saya memiliki keinginan yang berbeda dengan orang tua saya, maka mereka bersedia mendengarkan alasan saya)				
13	My parents allowed me to think and do what I wanted to do. (Orang tua saya mengizinkan saya untuk berpikir dan melakukan apa yang ingin saya lakukan)				
14	When my parents give instructions, children are required to follow them. (Ketika orang tua saya memberikan instruksi, anak-anak diwajibkan untuk mengikutinya)				
15	My parents never asked about my progress and grades. (Orang tua saya tidak pernah bertanya tentang progres dan nilai saya)				
16	If I had difficulties, my parents didn't let me face them alone.				

	(Jika saya mengalami kesulitan, orang tua saya tidak membiarkan saya menghadapinya sendirian)				
17	My parents always fulfill my wishes without asking the reason. (Orang tua saya selalu memenuhi keinginan saya tanpa menanyakan alasannya)				
18	My parents direct their children's behavior, activities and desires. (Orang tua saya mengarahkan perilaku, kegiatan, dan keinginan anak-anak mereka)				
19	I can speak English clearly so that it is easy to understand. (Saya dapat berbicara dalam bahasa Inggris dengan jelas sehingga mudah dipahami)				
20	When listening to the lecturer's explanation, I often write down vocabulary that does not match what is said. (Ketika mendengar penjelasan dosen, seringkali saya menuliskan kosa kata yang tidak sesuai dengan apa yang diucapkan)				
21	When speaking with others, my sentence structure is easy to understand. (Ketika berbicara dengan orang lain, susunan kalimat saya mudah dipahami)				
22	My grammar will be much better when there is a writing assignment than a speaking assignment. (Grammar saya akan jauh lebih baik ketika ada tugas menulis dibandingkan tugas speaking)				
23	I can speak in a variety of sentences.				

	(Saya dapat berbicara dengan kalimat yang variatif)				
24	I often ask my interlocutors to simplify their sentences. (Seringkali saya meminta lawan bicara saya untuk menyederhanakan kalimat mereka)				
25	When I talk to my friends, I'm not afraid of getting my grammar or pronunciation wrong. (Ketika berbicara dengan teman, saya tidak takut grammar atau pronunciation saya salah)				
26	When speaking in front of the class, I can't do without notepads. (Ketika berbicara di depan kelas, saya tidak bisa tanpa catatan)				
27	I respond appropriately when I am in a conversation. (Saya memberikan reaksi yang sesuai ketika saya berada dalam suatu percakapan)				
28	My interlocutors frequently repeat their questions/statements. (Seringkali lawan bicara saya mengulangi pertanyaan/pernyataan mereka)				
29	When I get a presentation assignment in class, I will practice as much as possible so that the material can be delivered well. (Ketika saya mendapat tugas presentasi di kelas, saya akan berlatih semaksimal mungkin agar materi dapat tersampaikan dengan baik)				
30	When allowed to give a response in class, I tend to avoid it.				

	(Ketika diberikan kesempatan untuk memberikan tanggapan di kelas, saya cenderung menghindarinya)				
31	When it comes to difficulties, I will not ask for help while I can still handle it on my own. (Ketika mengalami kesulitan, saya tidak akan meminta tolong selagi saya masih bisa mengatasinya sendirian)				
32	When I'm confused, I'd rather ask a friend than figure it out myself. (Ketika bingung, saya lebih suka bertanya kepada teman dibandingkan mencari tau sendiri)				
33	If I am capable, I don't hesitate to offer help to my friends. (Jika saya mampu, saya tidak segan untuk menawarkan bantuan kepada teman saya)				
34	In my opinion, the task is my own responsibility so I don't need to ask for help when I'm confused/difficult. (Menurut saya, tugas merupakan tanggung jawab sendiri sehingga tidak perlu meminta bantuan ketika bingung/kesulitan)				
35	When I have a target to achieve, I will work towards it. (Ketika saya memiliki target yang harus dicapai, saya akan bersungguh- sungguh mengusahakannya)				
36	I often avoid things that I find difficult before attempting them. (Saya sering memilih untuk menghindari hal-hal yang menurut saya sulit sebelum mencobanya)				

37	I try to do my best to be seen as better than my friends. (Saya berusaha melakukan yang terbaik agar dipandang lebih hebat dari teman-teman yang lain)				
38	If I put in the same effort, I don't think I will be more or less capable than my friends. (Jika memiliki usaha yang sama, menurut saya kemampuan saya tidak lebih maupun kurang dari teman-teman saya)				
39	When I feel confused about the material in class, I will ask directly. (Ketika merasa bingung terhadap materi di kelas, saya akan menanyakannya langsung)				
40	I feel overwhelmed when I have an interactive class. (Saya merasa terbebani ketika memiliki kelas yang interaktif)				

Appendix IV Questionnaire Result

-Authoritative

No Resp	No Butir						Total
	1	2	3	4	5	6	
1	4	3	3	3	4	3	20
2	3	2	3	3	3	3	17
3	4	4	4	4	4	4	24
4	4	1	4	2	4	4	19
5	3	2	3	1	4	3	16
6	4	3	4	2	4	2	19
7	3	2	4	4	4	3	20
8	4	3	3	3	4	3	20
9	3	3	4	4	4	4	22
10	4	3	3	3	3	3	19
11	4	4	3	3	3	3	20
12	3	4	3	3	3	3	19
13	4	4	3	4	4	4	23
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20	4	2	4	1	2	2	15
21	4	2	3	2	4	3	18
22	4	2	4	3	4	3	20
23	4	4	4	1	4	4	21
24	4	2	3	3	4	4	20
25	4	2	3	4	4	4	21
26	3	3	3	3	2	3	17
27	4	4	2	1	4	4	19
28	3	3	3	3	4	4	20
29	4	4	3	3	3	3	20
30	3	3	3	3	3	3	18
31	3	4	4	3	3	3	20
32	4	3	3	2	3	3	18
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35	4	3	3	3	4	3	20
36	4	4	4	4	4	4	24
37	4	3	4	4	4	4	23
38	4	4	4	2	4	4	22

39	4	3	3	4	4	3	21
40	4	4	1	4	4	4	21
41	4	2	4	4	4	4	22
42	4	4	3	3	3	3	20
43	3	1	3	1	3	1	12
44	4	3	3	1	2	1	14
45	3	3	3	2	3	1	15
46	3	3	3	3	3	3	18
47	4	2	4	2	3	3	18
48	4	3	3	2	4	1	17
49	4	3	3	3	4	4	21
50	4	4	2	2	2	1	15
51	4	4	3	3	3	3	20
52	4	3	3	3	3	3	19
53	4	3	2	3	2	3	17
54	3	3	3	1	4	2	16
55	4	3	4	4	4	4	23
56	4	4	4	3	4	1	20
57	3	2	3	2	4	2	16
58	3	3	4	3	3	3	19
59	4	1	3	3	3	3	17
60	4	3	3	3	3	3	19
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62	3	2	4	3	1	2	15
63	4	4	3	3	3	2	19
64	4	4	4	3	1	4	20
65	3	3	3	3	3	3	18
66	4	3	4	2	3	3	19
67	3	4	4	4	4	4	23
68	2	4	2	3	3	4	18
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74	2	3	3	3	3	3	17
75	3	3	4	4	4	3	21
76	3	4	3	3	3	2	18
77	4	2	4	3	4	1	18
78	4	4	3	3	3	3	20
79	4	2	3	4	3	2	18

-Authoritarian

No Resp	No Butir						Total
	1	2	3	4	5	6	
1	2	2	2	3	4	1	14
2	2	2	2	3	2	2	13
3	1	3	1	4	4	1	14
4	4	1	1	4	4	1	15
5	4	1	2	2	3	3	15
6	2	2	2	3	4	2	15
7	4	1	2	2	4	4	17
8	1	4	1	3	2	1	12
9	2	3	2	3	3	1	14
10	1	2	1	3	2	2	11
11	2	2	2	3	3	2	14
12	1	3	2	3	2	2	13
13	1	2	3	4	3	2	15
14	3	2	2	3	4	1	15
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30	2	2	2	3	2	1	12
31	2	2	1	3	2	1	11
32	2	3	2	2	3	2	14
33	2	1	2	4	3	1	13
34	1	3	3	3	3	2	15
35	1	3	1	3	2	1	11
36	2	1	3	4	3	1	14
37	1	3	2	3	3	2	14
38	1	3	2	1	3	1	11
39	1	2	2	3	3	1	12

40	1	4	1	1	1	1	9
41	2	2	2	3	4	2	15
42	2	2	3	3	3	2	15
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46	1	3	3	3	3	2	15
47	2	3	2	3	2	2	14
48	2	3	2	3	3	2	15
49	1	1	3	4	3	2	14
50	2	1	3	4	4	1	15
51	1	2	2	3	2	2	12
52	2	2	2	3	3	2	14
53	1	2	4	3	2	2	14
54	1	3	3	3	3	3	16
55	2	2	2	2	2	1	11
56	1	2	3	4	4	1	15
57	3	1	3	3	3	2	15
58	1	2	3	3	3	1	13
59	2	2	3	3	2	2	14
60	2	3	2	3	2	2	14
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62	4	1	3	4	4	2	18
63	1	1	3	2	3	1	11
64	1	2	1	4	4	1	13
65	2	2	3	3	3	2	15
66	2	2	2	3	3	2	14
67	1	4	3	3	2	2	15
68	2	1	1	2	3	2	11
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75	2	3	3	4	2	3	17
76	1	3	2	3	3	2	14
77	3	1	2	4	3	2	15
78	1	3	2	3	3	2	14
79	4	4	3	2	3	4	20

-Permissive

No Resp	No Butir						Total
	1	2	3	4	5	6	
1	3	2	2	2	2	3	14
2	3	2	2	2	2	2	13
3	4	2	1	1	3	2	13
4	4	1	4	1	3	1	14
5	3	2	4	3	2	2	16
6	3	2	3	2	2	2	14
7	2	1	4	2	3	3	15
8	4	3	2	2	2	3	16
9	4	2	2	2	2	3	15
10	3	2	2	2	2	2	13
11	3	3	2	2	2	3	15
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15	3	3	3	3	2	2	16
16	3	2	2	3	3	3	16
17	2	2	1	4	3	2	14
18	3	2	3	2	2	2	14
19	4	2	2	1	4	2	15
20	3	1	4	4	2	2	16
21	3	1	2	2	2	3	13
22	3	2	2	3	2	2	14
23	4	1	2	1	2	2	12
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36	4	3	1	2	1	2	13
37	3	2	2	2	2	2	13
38	4	2	2	2	2	3	15
39	4	3	2	1	2	2	14

40	4	2	1	1	1	2	11
41	3	1	1	1	2	1	9
42	3	2	2	3	1	2	13
43	2	2	3	3	2	3	15
44	2	2	3	3	1	2	13
45	3	2	3	2	3	2	15
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75	3	2	3	3	2	3	16
76	4	2	2	2	2	2	14
77	2	2	1	2	2	2	11
78	4	2	3	2	2	2	15
79	3	3	4	4	3	1	18

- English Speaking Confidence

No Re sp	No Butir																						To tal
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
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5	4	2	3	3	3	4	3	3	3	3	4	4	4	3	3	3	4	4	1	2	3	4	70
6	2	3	2	2	3	2	2	2	2	2	4	4	2	2	4	3	3	2	2	1	2	3	54
7	4	3	3	3	4	3	4	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	61
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35	3	3	2	2	2	2	1	2	3	2	4	3	3	3	4	2	4	3	2	2	3	3	58
36	4	3	3	1	3	3	3	4	4	3	3	4	4	1	3	4	4	2	1	2	3	4	66
37	2	2	3	2	2	2	3	3	3	3	3	3	2	3	3	3	4	3	2	2	3	2	58
38	2	2	3	2	2	3	3	3	3	3	3	3	3	2	4	3	3	4	2	2	3	4	62

39	2	2	3	2	3	2	4	3	3	2	4	3	3	3	4	3	4	3	1	2	3	4	63
40	3	3	3	1	3	4	4	2	3	3	3	4	3	3	4	2	3	2	1	4	3	2	63
41	3	3	2	4	3	2	4	3	3	2	3	2	2	2	3	4	3	2	3	2	3	3	61
42	2	3	2	3	3	2	2	2	3	2	3	2	2	1	3	2	3	2	2	2	3	3	52
43	3	3	3	2	3	2	2	3	3	3	3	3	3	2	3	3	3	3	2	2	3	3	60
44	3	2	2	3	2	1	2	3	3	1	3	3	3	3	4	3	4	2	2	2	2	4	57
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46	2	2	3	2	2	3	3	2	3	3	4	3	4	2	4	2	4	2	2	2	3	4	61
47	2	2	3	2	3	2	3	3	3	2	3	3	2	2	3	3	4	3	2	2	3	3	58
48	3	2	3	1	3	2	3	2	3	3	4	2	3	2	4	2	4	2	2	2	3	3	58
49	4	2	2	3	2	2	2	2	3	3	4	2	4	1	3	4	4	2	4	2	4	2	61
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51	3	2	4	2	3	3	3	2	3	3	4	3	3	3	3	3	3	3	1	2	3	4	63
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53	2	3	1	2	2	2	4	1	3	1	3	1	4	2	4	3	3	2	2	2	2	2	51
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55	2	2	3	2	2	2	2	3	3	2	4	3	3	1	4	3	4	2	1	2	3	3	56
56	2	3	2	2	3	2	1	2	3	2	3	1	4	4	4	1	4	1	4	2	2	1	53
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68	3	2	4	1	4	3	2	2	3	4	4	4	3	1	3	3	4	4	3	2	3	4	66
69	2	3	2	2	2	2	3	2	3	2	3	2	3	2	3	3	3	3	2	2	3	3	55
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71	2	3	3	1	2	2	4	1	2	2	4	2	4	2	4	2	4	3	3	2	2	3	57
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73	3	2	2	2	3	2	2	2	2	3	4	2	3	2	3	3	2	2	2	2	2	3	53
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75	2	2	2	1	2	2	3	1	2	2	3	2	3	3	3	2	3	2	3	2	2	2	49
76	3	3	3	2	3	2	4	2	3	2	4	3	3	2	3	3	4	2	2	2	2	2	59
77	3	2	3	2	3	2	2	2	3	2	3	2	3	2	3	3	3	3	2	2	2	2	54
78	3	3	2	2	2	2	3	2	3	2	3	2	3	2	3	3	3	3	1	2	3	2	54
79	2	4	2	4	3	1	3	3	3	2	2	2	4	2	4	3	3	2	1	4	1	1	56

Appendix V Result of Validity Test

Validity Test

- X1 (Authoritative)

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1
X1.1	Pearson Correlation	1	,032	,070	,066	,432*	,005	,472**
	Sig. (2-tailed)		,868	,711	,729	,017	,979	,009
	N	30	30	30	30	30	30	30
X1.2	Pearson Correlation	,032	1	,318	,063	,052	,341	,578**
	Sig. (2-tailed)	,868		,087	,742	,783	,065	,001
	N	30	30	30	30	30	30	30
X1.3	Pearson Correlation	,070	,318	1	,260	,407*	,135	,545**
	Sig. (2-tailed)	,711	,087		,165	,026	,477	,002
	N	30	30	30	30	30	30	30
X1.4	Pearson Correlation	,066	,063	,260	1	,306	,269	,550**
	Sig. (2-tailed)	,729	,742	,165		,100	,150	,002
	N	30	30	30	30	30	30	30
X1.5	Pearson Correlation	,432*	,052	,407*	,306	1	,341	,661**
	Sig. (2-tailed)	,017	,783	,026	,100		,065	,000
	N	30	30	30	30	30	30	30
X1.6	Pearson Correlation	,005	,341	,135	,269	,341	1	,651**
	Sig. (2-tailed)	,979	,065	,477	,150	,065		,000
	N	30	30	30	30	30	30	30
X1	Pearson Correlation	,472**	,578**	,545**	,550**	,661**	,651**	1
	Sig. (2-tailed)	,009	,001	,002	,002	,000	,000	
	N	30	30	30	30	30	30	30

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

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

- X2 (Authoritarian)

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2
X2.1	Pearson Correlation	1	,067	,050	,047	-,068	,391*	,543**
	Sig. (2-tailed)		,725	,795	,805	,719	,032	,002
	N	30	30	30	30	30	30	30
X2.2	Pearson Correlation	,067	1	,096	,067	,171	,479**	,601**
	Sig. (2-tailed)	,725		,615	,725	,366	,007	,000
	N	30	30	30	30	30	30	30
X2.3	Pearson Correlation	,050	,096	1	,410*	,326	,266	,555**
	Sig. (2-tailed)	,795	,615		,024	,079	,155	,001
	N	30	30	30	30	30	30	30
X2.4	Pearson Correlation	,047	,067	,410*	1	,274	,168	,519**
	Sig. (2-tailed)	,805	,725	,024		,142	,375	,003
	N	30	30	30	30	30	30	30
X2.5	Pearson Correlation	-,068	,171	,326	,274	1	,245	,444*
	Sig. (2-tailed)	,719	,366	,079	,142		,192	,014
	N	30	30	30	30	30	30	30
X2.6	Pearson Correlation	,391*	,479**	,266	,168	,245	1	,741**
	Sig. (2-tailed)	,032	,007	,155	,375	,192		,000
	N	30	30	30	30	30	30	30
X2	Pearson Correlation	,543**	,601**	,555**	,519**	,444*	,741**	1
	Sig. (2-tailed)	,002	,000	,001	,003	,014	,000	
	N	30	30	30	30	30	30	30

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

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

- X3 (Permissive)

Correlations

		X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3
X3.1	Pearson Correlation	1	-,129	,387*	,286	,179	,048	,554**
	Sig. (2-tailed)		,497	,035	,125	,345	,800	,002
	N	30	30	30	30	30	30	30
X3.2	Pearson Correlation	-,129	1	,352	,293	,026	,624**	,537**
	Sig. (2-tailed)	,497		,057	,117	,892	,000	,002
	N	30	30	30	30	30	30	30
X3.3	Pearson Correlation	,387*	,352	1	,329	,200	,398*	,779**
	Sig. (2-tailed)	,035	,057		,076	,290	,029	,000
	N	30	30	30	30	30	30	30
X3.4	Pearson Correlation	,286	,293	,329	1	,139	,155	,588**
	Sig. (2-tailed)	,125	,117	,076		,463	,413	,001
	N	30	30	30	30	30	30	30
X3.5	Pearson Correlation	,179	,026	,200	,139	1	,094	,468**
	Sig. (2-tailed)	,345	,892	,290	,463		,622	,009
	N	30	30	30	30	30	30	30
X3.6	Pearson Correlation	,048	,624**	,398*	,155	,094	1	,628**
	Sig. (2-tailed)	,800	,000	,029	,413	,622		,000
	N	30	30	30	30	30	30	30
X3	Pearson Correlation	,554**	,537**	,779**	,588**	,468**	,628**	1
	Sig. (2-tailed)	,002	,002	,000	,001	,009	,000	
	N	30	30	30	30	30	30	30

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

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

- Y (English-Speaking Confidence)

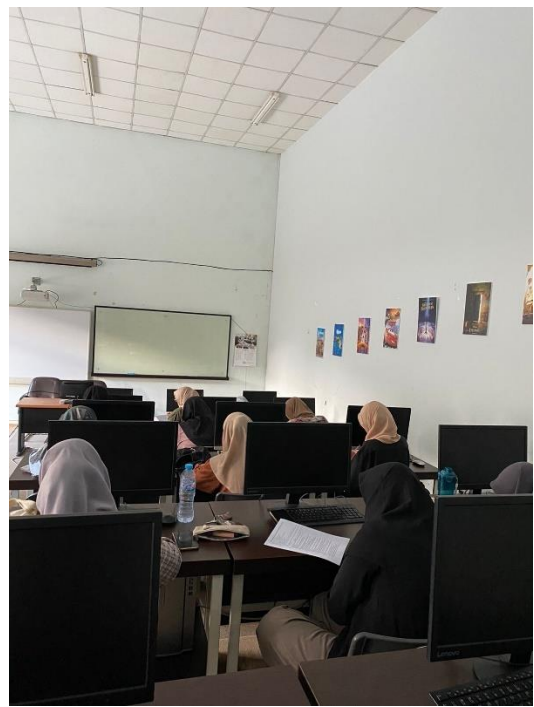
Correlations																									
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24
Y1	Pearson Correlation	1	,241	,415*	,268	,648**	,247	,257	,243	,605**	,202	,043	,281	,120	,144	,162*	,403	-,122	,405*	,029	,173	,323	,558**		
	Sig. (2-tailed)		,199	,023	,152	,000	,189	,171	,195	,000	,285	,833	,130	,524	,460	,388	,022	,820	,526	,029	,871	,362	,082	,001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y2	Pearson Correlation	,241	1	,183	,216	,043	,478**	,193	-,062	,253	-,265	,318	,331	-,198	,355	,313	,338	,232	,228	,016	,419*	,274	,460*		
	Sig. (2-tailed)	,199		,333	,253	,822	,008	,307	,746	,177	,812	,157	,087	,074	,293	,054	,092	,067	,218	,225	,932	,021	,142	,011	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y3	Pearson Correlation	,415*	,183	1	,236	,505**	-,030	,004	,069	,317**	,494*	,124*	,416	-,104	,290	,302	,237*	,426*	,376*	,356	-,027	,214	,288**	,538**	
	Sig. (2-tailed)	,023	,333		,210	,004	,853	,100	,735	,085	,005	,513	,025	,575	,117	,107	,217	,019	,041	,053	,907	,250	,129	,002	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y4	Pearson Correlation	,268	,216	,231	1	,498**	,262	,224	,512**	,226	,317	,036	,317	,587**	,039	,116	,403*	,172	,294	-,047	,189	,038	,344	,546**	
	Sig. (2-tailed)	,152	,253	,210		,005	,161	,235	,004	,239	,084	,849	,081	,008	,832	,547	,022	,365	,112	,804	,317	,841	,063	,002	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y5	Pearson Correlation	,648**	,043	,505**	,491	1	-,011	-,086	,165	,502**	,525**	,126	,202	,121	,051	-,299	-,043	,026	,188	,137	-,003	,257	,453*		

	Sig. (2-tailed)	,00 0	,82 2	,00 4	,00 5		,95 2	,65 3	,38 4	,00 5	,00 3	,50 6	,28 5	,52 4	,79 0	,59 2	,10 9	,82 2	,89 3	,31 9	,46 9	,98 8	,17 1	,01 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y 6	Pears on Correl ation	,24 7	-,47 8**	-,03 5	-,26 2	-,01 1	1 5	,33 6	,27 4	,03 9	,07 6*	,37 4**	,47 2*	,37 1	,18 6	,35 3*	,44 7	,29 0	,12 7*	,39 1	,24 7**	,55 2*	,41 9**	,60
	Sig. (2-tailed)	,18 9	,00 8	,85 3	,16 1	,95 2		,07 0	,13 9	,85 9	,67 8	,04 0	,00 8	,04 3	,33 8	,05 3	,01 4	,11 1	,52 9	,03 0	,20 0	,00 1	,02 4	,00
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y 7	Pears on Correl ation	,25 7	,19 3	,00 0	,22 4	-,08 6	,33 5	1 8*	,45 2	,20 15	-,33 5	,39 3*	,30 3	,17 4	,13 0	,30 1	,28 9	,09 4	,31 7	,21 1	,08 6	,32 0	,48 0**	
	Sig. (2-tailed)	,17 1	,30 7	1,0 00	,23 5	,65 3	,07 0		,01 1	,28 4	,40 7	,07 0	,03 2	,10 4	,35 7	,49 5	,10 7	,12 1	,62 2	,08 8	,26 2	,65 3	,08 4	,00
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y 8	Pears on Correl ation	,24 3	-,06 4	,51 2**	,16 5	,27 6	,45 8*	1 1	,23 0	,18 0	-,39 04	,32 6*	,13 4	,32 6	,24 0	,06 8	,32 2	,11 7	,46 6	,07 5**	,27 1	,51 6		
	Sig. (2-tailed)	,19 5	,74 6	,73 5	,00 4	,38 4	,13 9	,01 1		,21 9	,34 1	,80 9	,03 0	,08 1	,47 4	,08 4	,18 7	,74 6	,07 8	,54 1	,01 0	,71 1	,14 0	,00
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y 9	Pears on Correl ation	,60 5**	,25 3	,31 9	,22 6	,50 2**	,03 4	,20 2	,23 1	1 3	,14 7	,23 8	,23 4	,22 8	,08 3	,18 2	,18 4	,21 8	,03 1	,34 1	,17 6	,08 2	,27 3**	,50
	Sig. (2-tailed)	,00 0	,17 7	,08 5	,23 0	,00 5	,85 9	,28 4	,21 9		,45 1	,20 7	,20 5	,23 3	,64 4	,33 3	,33 5	,25 6	,84 2	,06 5	,36 7	,64 9	,14 6	,00
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y 10	Pears on Correl ation	,20 2	-,49 04	,31 7**	,52 6	,07 5**	-,15 9	,18 0	,14 3	1 0	,00 7*	,40 8	,04 8	,28 8	,30 5	,23 6	,04 5	,26 5	,00 0	,10 0	,20 2	,27 2	,44 6*	

	Sig. (2-tailed)	,285	,812	,005	,089	,003	,678	,407	,341	,451		1,000	,025	,803	,123	,101	,209	,812	,156	1,000	,601	,285	,146	,014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y11	Pearson Correlation	,040	,265	,124	,037	,126	,376*	,335	-,046	,237	,000	1,316	,068	,199	-,160	,511**	-,182	,312	,326	,333	,425*	,449*		
	Sig. (2-tailed)	,833	,157	,515	,844	,506	,040	,070	,809	,207	1,000	,089	,722	,293	,964	,395	,004	,335	,094	,079	,072	,019	,013	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y12	Pearson Correlation	,283	,318	,414*	,316	,202	,474**	,393*	,396*	,238	,407*	,316	1,238	,452*	,427*	,331	,500**	,442*	,299	,199	,444*	,574**	,780**	
	Sig. (2-tailed)	,130	,087	,023	,089	,285	,008	,032	,030	,205	,025	,089	,205	,012	,018	,074	,005	,014	,109	,291	,014	,001	,000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y13	Pearson Correlation	,121	,331	-,107	,587**	,121	,372*	,303	,324	,224	,048	,068	,238	1,198	-,284	,061	,136	,190	-,083	,217	,014	,194	,376*	
	Sig. (2-tailed)	,524	,074	,575	,001	,524	,043	,104	,081	,233	,803	,722	,205	,305	,123	,750	,473	,316	,654	,257	,928	,304	,041	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y14	Pearson Correlation	,140	-,194	,299	,031	,051	,184	,176	,138	,088	,288	,199	,452*	-,194	1,086	,031	,400*	,281	,236	,206	,158	,489**	,425*	
	Sig. (2-tailed)	,460	,293	,115	,838	,790	,338	,357	,474	,643	,123	,293	,012	,305	,652	,869	,029	,132	,210	,274	,404	,006	,019	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y15	Pearson Correlation	,164	,355	,300	,116	-,106	,350	,130	,320	,183	,305	-,009	,427*	,288	,086	1,047	,245	,515**	,077	-,320	,324	,469	,44**	

	Sig. (2- tailed)	,38,05,10,54,59,05,49,08,33,10,96,01,12,65,80,19,00,68,68,08,07,01	
	N	30 30	
Y 1 6	Pears on Correl ation	,40,31,23,40,29,44,30,24,18,23,16,33,06,03,041,15,24,22,15,31,25,53 2* 3 2 3* 9 3* 1 8 2 6 1 1 1 1 7 1 8 9 2 9 4 2**	
	Sig. (2- tailed)	,02,09,21,02,10,01,10,18,33,20,39,07,75,86,80,42,18,22,42,08,17,00 8 2 7 7 9 4 7 7 5 9 5 4 0 9 6 7 6 4 1 6 5 2	
	N	30 30	
Y 1 7	Pears on Correl ation	- ,33,42,17- ,29,28,06,21,04,51,50,13,40,24,151,20,26,22,27,46,54 ,048 7* 2 ,047 9 2 4 5 1** 0** 6 0* 5 1 3 1 8 4 7** 2** 3	
	Sig. (2- tailed)	,82,06,01,36,82,11,12,74,25,81,00,00,47,02,19,42,28,16,22,14,00,00 2 7 9 2 2 1 1 6 6 2 4 5 3 9 2 7 3 4 5 3 9 2	
	N	30 30	
Y 1 8	Pears on Correl ation	,12,23,37,29,02,12,09,32,03,26- ,44,19,28,51,24,201,05,10,44,45 2 2 6* 4 6 0 4 7 8 5 ,182* 0 1 5** 8 3 ,056 3 7* 3* 2	
	Sig. (2- tailed)	,52,21,04,11,89,52,62,07,84,15,33,01,31,13,00,18,28,77,77,58,01,01 0 8 1 5 3 9 2 8 2 6 5 4 6 2 4 6 3 1 1 9 3 2	
	N	30 30	
Y 1 9	Pears on Correl ation	,40,22,35- ,18,39,31,11,34,00,31,29- ,23,07,22,26- 1,33,53,22,49 5* 8 6 ,048 7* 7 6 1 0 2 9 ,086 7 9 1 ,05 9 6** 7 8** 7	
	Sig. (2- tailed)	,02,22,05,80,31,03,08,54,061,0,09,10,65,21,68,22,16,77,06,00,22,00 6 5 3 4 9 0 8 1 5 00 4 9 4 0 7 4 4 1 7 2 7 5	
	N	30 30	
Y 2 0	Pears on Correl ation	,02,01- ,18,13,24,21,46,17,10,32,19,21,20- ,15,22,05,331,11,26,40 9 6 ,029 7 1 1 5** 1 0 6 9 3 6 ,072 8 6 9 6 0 1* 2	

Appendix VI Documentation



CURRICULUM VITAE

Name : Miftahur Rahmah

Student ID : 200107110064

Place, date of birth : Sembalun Lawang, 28 Agustus 2000

Gender : Female

Religion : Islam

College : Universitas Islam Negeri Mulana Malik Ibrahim Malang

Faculty : Faculty of English Education and Teacher Training

Program Study : Tadris Bahasa Inggris

Address : Dusun Baret Desa, Desa Sembalun Lawang, Kec. Sembalun, Kab. Lombok Timur, Prov. NTB

Phoner Number : 0822 -3692 - 1024

E-mail Address : miftahrahmah296@gmail.com



Education Background

MI Nurul Huda NW Sembalun	2006 – 2012
MTs. Mu'allimat NW Anjani	2012 – 2015
MA. Syaikh Zainuddin NW Anjani	2015 – 2018
UIN Maulana Malik Ibrahim Malang	2020 - Now