

The Influence of Parental Parenting on the English Speaking Ability of PGRI Vocational School Students in Gianyar Regency

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ABSTRACT

This research investigates the effect of parenting style on the English speaking ability of students at vocational high schools (SMK PGRI) in Gianyar Regency. The study adopts an explanatory quantitative design complemented by qualitative insights, employing a mixed-methods approach to obtain a more comprehensive understanding of the phenomenon. Data were gathered through questionnaires, in-depth interviews, and classroom observations involving 90 students from three SMK PGRI institutions in Gianyar. To examine the relationships among variables, the data were analyzed using Structural Equation Modelling with the Partial Least Squares (SEM-PLS) technique. The findings demonstrate that parenting style exerts a positive and statistically significant influence on students' English speaking ability. This is evidenced by a path coefficient (β) of 0.299, a t-statistic value of 3.215, which exceeds the critical threshold of 1.96, and a p-value of 0.001, indicating a strong level of significance. These results suggest that supportive and positive parenting practices, particularly democratic parenting, play a crucial role in fostering students' confidence, motivation, and proficiency in spoken English. Furthermore, the study highlights that students who receive encouragement, open communication, and emotional support from their parents tend to demonstrate better performance in English oral communication. Therefore, this research emphasizes the necessity of strengthening collaboration between families and schools to create a supportive and communicative learning environment that effectively promotes the development of English speaking competence among vocational high school students.

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INTRODUCTION

Over the past decade, Indonesia has demonstrated notable progress in expanding educational access and participation. According to the UNESCO Institute for Statistics (UIS, 2024) and the Human Development Report (2024),

Indonesia currently ranks 93rd globally on the Education Index, achieving a score of 0.708 an increase from 0.603 in 2017. This improvement has been largely driven by an increase in the average years of schooling, which has reached 8.9 years, as well as a rise in upper secondary school participation to 79.6%. These indicators reflect the government's success in improving educational accessibility and reducing structural barriers to schooling. Nevertheless, such quantitative advancements have not been evenly matched by improvements in educational quality. Persistent disparities remain evident across regions and between public and private educational institutions, suggesting that increased enrollment alone does not guarantee enhanced learning outcomes or competency development.

These challenges become particularly visible when examining students' English language proficiency, which is widely recognized as a critical skill in the context of globalization and workforce competitiveness. At the regional level, data from the Indonesian Ministry of Education and Culture's Education Assessment Center (2024) indicate that Bali Province ranks fifth nationally in English literacy assessment, with an average score of 67.8 out of 100. While this position places Bali above many other provinces, the score itself still falls short of the expected standard for effective foreign language competence. More specifically, Gianyar Regency ranks fourth among nine regencies and cities in Bali, with an average score of 65.4 significantly below the Minimum Completeness Criteria (KKM) of 78. These findings highlight a substantial gap between policy targets and actual student performance, reinforcing the notion that improvements in educational access have not yet translated into proportional gains in foreign language mastery.

This issue is particularly pronounced within private vocational high schools, such as SMK PGRI in Gianyar Regency, which often operate under constraints that differ markedly from those faced by public schools. Limited institutional funding, restricted access to professional development opportunities for teachers, and less comprehensive learning facilities present ongoing challenges for private vocational institutions. At the same time, vocational schools are expected to prepare students with practical skills that align with labor market demands, including English communication skills that are essential in sectors such as tourism and international services—industries that are especially prominent in Bali. Consequently, students' English proficiency in vocational education contexts cannot be viewed solely as the outcome of classroom instruction, but rather as the product of complex interactions among individual, institutional, and familial factors.

Among these factors, parental parenting style plays a particularly important yet often underexplored role in shaping students' learning behaviors, communication readiness, and emotional development. Parenting practices influence not only students' academic discipline but also their confidence, motivation, and willingness to engage in communicative activities. Yatim and Irwanto (2013) categorize parenting styles into three primary types: authoritarian,

democratic, and permissive. Each of these styles carries distinct implications for children's cognitive, emotional, and social development. Preliminary empirical observations among students at SMK PGRI in Gianyar suggest that a considerable proportion of parents tend to adopt a democratic parenting style, accounting for approximately 35–45%, while the remainder demonstrate authoritarian or permissive tendencies. Democratic parenting is characterized by open communication, balanced supervision, and mutual respect between parents and children. According to Singgih (2013), such an approach fosters independence, self-confidence, and social competence qualities that are particularly relevant to the development of oral communication skills in a foreign language.

English speaking ability, as a productive language skill, serves as a direct indicator of learners' communicative competence. Scholars such as Alexander (2014) and Hornby (2014) emphasize that effective speaking involves mastery of multiple components, including pronunciation, intonation, sentence stress, grammatical accuracy, and lexical range. In English as a Foreign Language (EFL) contexts, speaking is frequently perceived as the most challenging skill to acquire, as it requires learners to simultaneously manage linguistic accuracy and psychological factors such as anxiety, self-confidence, and fear of making mistakes. Evaluative data on SMK PGRI students' speaking performance reveal average achievement levels ranging from only 40% to 49%, which are considerably lower than the KKM benchmark of 78. This discrepancy points to a serious gap between expected learning outcomes and students' actual communicative competence.

Although previous studies have extensively examined instructional strategies, teaching methodologies, and teacher competence as determinants of students' speaking performance, relatively little attention has been paid to the influence of family-related factors, particularly parenting style, in vocational education settings. Existing research on parental involvement in language learning has predominantly focused on general education or early childhood contexts, leaving a notable research gap in relation to vocational high school students and their English speaking development. This gap is especially significant given that vocational students are expected to demonstrate practical communication skills that directly support their employability.

In response to this gap, the present study seeks to analyze the influence of parental parenting style on the English speaking ability of students at PGRI Vocational High Schools in Gianyar Regency. Through the examination on how different parenting approaches relate to students' oral communication performance, this study aims to provide empirical evidence on the role of the family environment in shaping language learning outcomes. The findings are expected to contribute to the growing body of literature on non-instructional factors affecting EFL learning, while also offering practical implications for strengthening collaboration between schools and families. Ultimately, this research aspires to support the development of

vocational education graduates who possess not only technical expertise but also the communicative competence required to compete effectively in tourism-oriented and internationally oriented labor markets.

RESEARCH METHOD

This study uses an explanatory research approach with the aim of explaining the causal relationship between the free variable (*parental parenting*) and the bound variable (*students' English speaking ability*), through empirical analysis of field data. This approach was chosen because it is able to test theoretical hypotheses that have been developed based on previous conceptual frameworks.

The method used is the survey method, by collecting data quantitatively through questionnaires, interviews, and field observations. According to Creswell (2010), the survey method allows researchers to describe the tendencies, opinions, and behaviors of a population by generalizing the results from a representative sample. This study uses a cross-sectional survey model conducted over a specific time period.

In addition, this study also uses a mixed method approach, which combines quantitative and qualitative data in one research design. This model refers to the guidance of Tashakkori & Teddlie (2003), where qualitative data is used to support quantitative results (embedded design). This approach was chosen because the research topic is interdisciplinary between education, linguistics, and developmental psychology.

The research population was 135 students from three PGRI Vocational Schools in Gianyar Regency, with a sample of 90 students taken using the Proportional Stratified Random Sampling technique. Data was collected through questionnaires and interviews, then analyzed using SEM-PLS through SmartPLS 3.0 software. The validity and reliability of the instruments have been tested with an AVE value of > 0.5 and a CR of > 0.8 . The results of hypothesis testing were carried out with the t-statistical criteria of > 1.96 and p-value < 0.05 .

RESULTS AND DISCUSSION

Results

Before presenting the detailed profile of the research participants, it is important to clarify the rationale for respondent selection and the general context in which the data were obtained. Understanding the demographic and institutional background of the participants allows readers to better interpret the findings and assess their relevance and representativeness. This section provides an overview of the respondents' characteristics, ensuring transparency in the sampling process and strengthening the credibility of the research design and data analysis.

This study involved 90 student respondents from three schools under the auspices of the PGRI Foundation of Gianyar Regency: SMK PGRI I, II, and III. Most of the respondents were in the age range of 16–18 years, with the proportion of males 47% and females 53%. Respondents were selected proportionally to represent the characteristics of each school.

Table 1. Profile of Research Respondents

Features	Category	Quantity	Percentage
Gender	Male	42	47%
	Women	48	53%
Age	16 years old	21	23%
	17 years	39	43%
	18 years old	30	34%
School	SMK PGRI I	30	33%
	SMK PGRI II	30	33%
	SMK PGRI III	30	33%

Source: Primary data processed, 2024

Descriptive Statistics of Research Variables

The results of the measurement showed that the majority of students felt that parental parenting was democratic (average score of 4.12 on a scale of 5), followed by permissive (3.65) and authoritarian (3.21) parenting. Students' English speaking skills were relatively moderate (average score of 3.78) with relatively small variation between schools.

Table 2. Descriptive Statistics of Research Variables

Variables	Indicator	Average	Standard Deviation
Parenting (X)	Authoritarian	3,21	0,67
	Democratic	4,12	0,58
	Permissive	3,65	0,61
Speaking Ability (Y)	Pronunciation	3,82	0,64
	Intonation	3,75	0,61
	Grammar	3,68	0,59
	Vocabulary	3,84	0,56
	Sentence	3,80	0,63
	Stress		

Source: Primary data processed, 2024.

Construct Validity and Reliability

The convergent validity test showed all indicators had a *loading factor* value of > 0.70, indicating a valid construct. The construct reliability test showed a Composite Reliability (CR) value of > 0.80 and Cronbach Alpha (CA) > 0.70, meeting the high reliability criteria (Ghozali & Latan, 2012).

Table 3. Construct Validity and Reliability Test Results

Variables Indicator		Loading Factor	R	VE	Cronbach Alpha
Parenting	X1.1	0.923	.93	.86	0.88
	X1.2	0.884			
	X1.3	0.928			
Speaking Ability	Y2.1-	0.716-	.94	.82	0.91
	Y2.5	0.945			

Source: SmartPLS 3.0 (2024) Output Results

Hypothesis Test Results

The SEM-PLS *bootstrapping* analysis showed that the Parenting Style variable had a positive and significant influence on students' English Speaking Ability. The path coefficient value (β) = 0.299, with t-statistic = 3.215 (> 1.96) and p-value = 0.001 (< 0.05). These results rejected H_0 and accepted H_1 , which means that there was a significant influence between parental parenting on students' speaking ability.

Table 4. Hypothesis Test Results (Bootstrapping SEM-PLS)

Intervariable Relationships	Line Coefficient (β)	t-statistic	p-value	Remarks
Parenting → Speaking Skills	0.299	3.215	0.001	Signifikan

Source: SmartPLS 3.0 (2024) Bootstrapping Results.

Narrative Analysis of Research Results

These results suggest that a more democratic parenting style contributes positively to the improvement of students' English speaking skills. Students who feel supported by their parents through guidance, open dialogue, and respect for opinions tend to have higher confidence in communicating in English. In contrast, authoritarian or permissive parenting does not have a significant effect on improving speech skills. This reinforces the findings of Yatim & Irwanto (2013) and Hasanah & Puspitasari (2021), which emphasize the importance of emotional

support and two-way communication in the formation of children's social-linguistic competence.

Integration of Interview Results

In-depth interviews with English teachers (Supartayasa) showed that students with democratic family backgrounds were more active in *role play* activities and *speaking practice* in the classroom. The teacher assessed that "children who are guided without pressure and trusted by parents tend to be more expressive and fluent in speech." A similar statement was also made by a student named Tika, who said that "my father and mother often talk to me using English vocabulary at home, even if it is simple. It made me dare to speak during lessons." These qualitative findings reinforce the quantitative results that democratic parenting plays an important role in increasing *students' communicative confidence* in the school environment.

Discussion

Demographically, the proportional representation of respondents from the three schools with a 16–18 year age distribution and a relatively balanced gender composition reinforce the external validity of the study's findings. At the descriptive stage, the dominance of democratic parenting with the highest average score (4.12) indicates that the majority of students' parents have implemented parenting approaches that emphasize two-way dialogue, trust-building, and emotional support. This finding is important because democratic parenting is theoretically believed to be able to create a psychological climate conducive to the development of communication skills, including in learning foreign languages. Meanwhile, permissive and authoritarian parenting were in the moderate category, indicating that although there were still found less structured or overly restrictive parenting practices, the intensity was not dominant.

In terms of English speaking ability, the average score of students in the medium category (3.78) with relatively small variations between indicators ranging from pronunciation, intonation, grammar, vocabulary, to sentence pressure shows that students of SMK PGRI Gianyar have quite good oral communication potential, but still need strengthening, especially in grammatical and intonation aspects which tend to be more challenging for EFL learners. Methodologically, the results of the validity and reliability tests showing loading factor values above 0.70 and CR and Cronbach Alpha exceeding the minimum limit confirm that the constructs of parenting and speaking ability are measured consistently and validly, so that the structural relationships tested can be interpreted conclusively.

The main findings of this study, namely the positive and significant influence of parental parenting on students' English speaking ability ($\beta = 0.299$; $p < 0.05$), confirm that family factors have a real contribution in shaping students' linguistic competence, even though the formal learning process takes place in schools. The

value of the path coefficient in the medium category indicates that parenting is not the only determinant of speech ability, but functions as a supporting factor that strengthens the effectiveness of learning in the classroom. Critically, these results broaden the understanding that the successful mastery of speaking skills in the context of EFL depends not only on teaching methods or teacher competence, but also on the psychosocial capital built in the family environment. These findings are in line with the studies of Yatim and Irwanto (2013); Hasanah and Puspitasari (2021) which emphasized the importance of emotional support, parent-child attachment, and two-way communication in the development of children's social and linguistic competence.

However, this research also makes a new contribution by placing the context of vocational education, which has been more oriented towards technical skills, as an important space for the development of English communication competence. Interpretively, the dominance of the influence of democratic parenting can be explained through affective theory in language learning, specifically the affective filter hypothesis, which states that anxiety, fear, and psychological stress can inhibit language production. Authoritarian parenting that tends to emphasize control and punishment has the potential to increase student anxiety, while permissive parenting that lacks direction can lead to a lack of discipline and motivation to learn. In contrast, democratic parenting lowers affective barriers by creating a sense of security, value, and support, so that students are more willing to take linguistic risks, such as trying to speak English even though it is not yet fully accurate.

The qualitative findings from teacher and student interviews further strengthen this argument, as it shows that students from democratic family backgrounds are more active in role play activities and speaking exercises, as well as have the courage to express themselves in the classroom. The teacher's statement that emphasizes that students are "more expressive and fluent" when not under parental pressure indicates a positive transfer from the home environment to the school environment. Similarly, the experience of students who are accustomed to using simple English vocabulary at home indicates that informal exposure and parental support can serve as an early scaffolding form in language acquisition.

Critically, these results also suggest that efforts to improve the speaking skills of vocational school students cannot only be focused on pedagogical interventions in the classroom, but need to involve parents as strategic partners in language learning. Thus, this research strengthens the argument that synergy between schools and families is key in creating a communicative and sustainable language learning ecosystem. However, it should be recognized that the influence of parenting is opening up space for further research to explore mediating or moderation variables, such as learning motivation, self-efficacy, or student learning strategies. Overall, this discussion emphasized that democratic parenting plays a significant role in increasing the confidence and English speaking competence of vocational school students, while placing the family as an important agent in the

development of 21st century competencies in the context of Indonesian vocational education.

The results of the study show that parental parenting has a positive and significant effect on the English speaking ability of PGRI Vocational School students in Gianyar Regency. The *path coefficient* value of 0.299 with a *t-statistic* of 3.215 > 1.96 and a *p-value* of 0.001 < 0.05 confirms that the better the parenting style applied by parents, the higher the student's English speaking ability. These findings confirm the research hypothesis (H_1) which states that there is a positive relationship between the two variables.

Theoretically, this result strengthens the concept put forward by Yatim and Irwanto (2013) that parenting is a form of continuous interaction between parents and children that affects cognitive, emotional, and social development. In this context, democratic parenting has proven to be the most effective type in fostering independence, confidence, and the courage of children in expressing their opinions. These factors are directly correlated with English speaking skills, which demand high courage and confidence (Alexander, 2014).

From the results of descriptive analysis and field interviews, it was found that democratic parenting was most predominantly applied to students of SMK PGRI I and II Gianyar, while authoritarian parenting was more often found in students of SMK PGRI III. Students with democratic upbringing show a higher level of participation in classroom speaking activities, as well as being able to express ideas in English more fluently. This is in line with the results of an interview with an English teacher (Supartayasa), who stated that "children who are guided without pressure and trusted by their parents tend to be more expressive and fluent in speech."

Meanwhile, an interview with one of the students (Tika) shows that two-way communication built at home plays an important role in building confidence in speaking English. She said that her parents often engage in light conversations in English, which makes her more courageous to speak in class. These findings support the view of Rahmawati and Alamsyah (2022) that a communicative and supportive family environment can increase the *speaking confidence* of EFL students.

From the empirical side, these findings are also consistent with Fitriyani's (2018) research which concluded that parental parenting has an influence on English learning performance, although the results are not optimal. However, this study provides further evidence that in the context of vocational education, the influence of parenting on speaking ability is stronger when compared to learning motivation or teacher ability alone.

These results are also in line with the *Communicative Competence* theory of Hymes (1972) which emphasizes that speaking ability is not only a linguistic skill, but also a social skill that is influenced by the context of interaction. Parenting that encourages open communication at home is the initial forum for the formation of communicative competence.

From the perspective of educational psychology, these findings confirm Gunawan's (2019) theory of intrinsic and extrinsic motivation, where emotional support from parents functions as *an external driver* that strengthens children's learning motivation and verbal expression. Thus, the positive relationship between parental parenting and students' English speaking ability can be understood as a result of the process of character and confidence formation that takes place in the family environment.

Practically, the results of this study have important implications for schools and parents. Schools are expected to build synergy with families through *parent-teacher meetings* that emphasize the importance of democratic parenting. On the other hand, parents need to be involved in language learning activities through *a home-based learning support approach* so that the stimulation of English communication at home can increase.

In addition, the results of this study contribute to the growing body of research that positions affective variables as central to successful language acquisition. Factors such as self-confidence, willingness to communicate, and reduced language anxiety have been consistently linked to speaking performance, and democratic parenting appears to foster these affective conditions more effectively than authoritarian or permissive approaches. By nurturing autonomy while maintaining guidance, parents indirectly support learners' self-regulation and communicative risk-taking, both of which are essential for developing oral proficiency.

Nevertheless, it is important to recognize that the influence of parenting style operates alongside other contextual variables, including teaching quality, peer interaction, and institutional resources. The moderate effect size observed in this study indicates that while parenting plays a significant role, it should be viewed as part of a broader ecological system influencing language learning. Future research may therefore explore mediating or moderating variables such as learners' motivation, self-efficacy, or exposure to English through digital media.

In conclusion, this study underscores the critical role of democratic parenting in supporting students' English speaking development by fostering communicative confidence, motivation, and emotional security. Strengthening collaboration between schools and families is not merely complementary but essential for creating a holistic learning environment that enables vocational students to develop practical and socially grounded English communication skills required in both academic and professional contexts.

CONCLUSION

This study set out to examine the influence of parental parenting style on the English speaking ability of vocational high school students at SMK PGRI in Gianyar Regency. The findings provide clear empirical evidence that parenting style has a positive and significant effect on students' English speaking performance. In particular, democratic parenting emerged as the most dominant and influential

style, contributing meaningfully to students' confidence, motivation, and communicative readiness in using English. The SEM-PLS analysis confirmed that supportive parental engagement characterized by open communication, guidance, and emotional warmth plays a crucial role in shaping students' oral language competence.

Descriptive results revealed that students generally perceived their parents as applying democratic parenting practices, while their English speaking ability was categorized as moderate across pronunciation, intonation, grammar, vocabulary, and sentence stress. This condition indicates that although students possess a foundational level of speaking competence, there remains substantial room for improvement. The statistically significant relationship between parenting style and speaking ability highlights that family-related factors should not be overlooked in discussions of English language learning outcomes, particularly in vocational education contexts.

The qualitative findings further strengthened the quantitative results by demonstrating how democratic parenting fosters a supportive home environment that encourages students to practice English, express ideas freely, and take communicative risks. These findings align with Communicative Competence theory and sociocultural perspectives, emphasizing that speaking ability is not merely a linguistic construct but also a socially and psychologically mediated skill. From an educational psychology standpoint, parental emotional support functions as an extrinsic motivator that reinforces intrinsic motivation, confidence, and willingness to communicate.

Overall, this study underscores the importance of viewing English speaking development as a shared responsibility between schools and families. For vocational high school students, whose future careers demand practical communication skills, the integration of supportive parenting practices with effective classroom instruction is essential. By highlighting the role of democratic parenting, this research contributes to a more holistic understanding of English language learning and offers valuable insights for improving educational outcomes in vocational settings. Future studies are recommended to examine additional mediating variables such as motivation, self-efficacy, and language anxiety, as well as to involve larger and more diverse samples. Schools should strengthen collaboration with parents through structured programs that promote democratic parenting and home-based English language support.

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