



Influence Pattern Foster People Old And Attitude Language To Reading Ability Understanding

Sam Hermansyah, Agus Haming, Muh. Dirga Mubaroq

^{1,3}Universitas Muhammadiyah Sidenreng Rappang

²SMKN 3 Sidrap

Email : sam.hermansyah82@gmail.com

Abstract

This study aims to determine (1) the influence of parents' parenting styles and language attitudes collectively on reading comprehension abilities; and (2) the influence of parents' parenting styles and language attitudes individually on reading comprehension abilities. This research employs a quantitative approach with a descriptive method. Data collection was conducted using questionnaires and objective tests. Questionnaires were used to gather data on parents' parenting styles and language attitudes, while objective tests were used to collect data on reading comprehension abilities. The sample for this study consisted of 69 students. Data analysis was conducted using descriptive statistics and regression analysis techniques. The results of the study indicate that (1) there is a positive and significant influence of parents' parenting styles and language attitudes collectively on the reading comprehension abilities of seventh-grade students at SMP Negeri 1 Maiwa, amounting to 85.5%; and (2) there is a positive and significant influence of parenting styles on reading comprehension abilities amounting to 38.7%, and the influence of language attitudes on reading comprehension abilities is 10.2%. These findings suggest that both good parenting styles and positive language attitudes contribute significantly to students' reading comprehension abilities. Parenting styles provide a greater contribution compared to language attitudes in enhancing students' reading comprehension skills.

Keywords: *Reading Comprehension Ability, Parenting Style, Attitude Language*

Introduction

Educational environments, especially family settings, significantly influence a child's educational journey and overall development. The family, as the primary environment, plays a crucial role in shaping a child's language development. Children learn and acquire language skills within the family setting, which serves as the first and most influential educational environment (Tirtaharja, 2008). As children grow and develop, they experience various stages of language acquisition, starting from listening and speaking to reading and writing.

A democratic family environment that is filled with appreciation and positive reinforcement greatly impacts a child's mastery of language development. When children receive positive responses to their language use from family members, they tend to respond positively, further enhancing their language skills. Children who receive good stimulus for reading comprehension from their family are likely to achieve better academic performance in school. This highlights the importance of parenting styles in influencing a child's academic achievements, including reading comprehension skills in school.

Parenting is defined as the entire interaction between parents and children, encompassing communication methods, value transmission, attention, discipline, and behavior towards children (Gibson, 2000). Santosa (2000) further explains that parenting styles are approaches taken by adults to guide, direct, influence, and educate children to become independent and self-reliant individuals. The approach tendencies can be authoritarian, permissive, or democratic.

Parenting styles, in this research, are perceived as the interactions or approaches between parents and children in fulfilling their physical and psychological needs, enabling children to align with their environment. These approaches may vary in nature, ranging from authoritarian, permissive, to democratic styles.

Attitude, as an important aspect possessed by individuals, determines their actions towards an object. A positive attitude towards the Indonesian language, for instance, implies an influence on reading comprehension skills. Kridalaksana (2001) defines language attitudes as mental positions or feelings towards one's own language or someone else's language. Language attitudes can be observed through language behavior or speech behavior.

Garvin and Mathiot (1959) formulated three characteristics of language attitudes: (1) Language Loyalty, which encourages people to maintain the independence of their language by minimizing external influences; (2) Language Pride, which pushes individuals to make their language a symbol of personal or group identity, differentiating it from others; and (3) Awareness of Language Norms, which motivates the careful, correct, polite, and appropriate use of language. Awareness of these norms is a significant factor in determining speech behavior and language use.

In this research, language attitudes refer to the mindset and behavior of speakers towards the Indonesian language used by students, related to cognitive, affective, and conative components. Cognitive components relate to knowledge and language norms, affective components involve loyalty and evaluation, and conative components encompass language pride and tendencies to act.

Rubin in Somadayo (2011) reveals that reading comprehension is a complex intellectual process that includes two main abilities: mastery of word meaning and the ability to think about verbal concepts. Understanding reading materials not only depends on the content of the reading itself but also on the reader's prior knowledge. This process actively engages readers in constructing their understanding of the reading material.

According to Burns and Roes (2007), reading comprehension consists of four levels: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Literal comprehension involves understanding what the author explicitly states in the text. Interpretative comprehension seeks to understand what the author implies. Critical comprehension aims to evaluate the text by involving the reader's judgment. Creative comprehension is the highest level, where the reader develops new ideas and perspectives based on the text.

This study aims to explore the influence of parents' parenting styles and language attitudes on students' reading comprehension abilities. Specifically, it investigates whether parenting styles and language attitudes individually and collectively contribute to enhancing students' reading comprehension skills. The findings are expected to provide valuable insights into how family environments and language attitudes shape students' academic

performance, particularly in reading comprehension.

LITERATURE REVIEW

The influence of parenting styles and language attitudes on children's reading comprehension has been widely studied, emphasizing the critical role of the family environment in educational development. This section reviews relevant literature on the relationship between parenting styles, language attitudes, and reading comprehension abilities.

Parenting Styles

Parenting styles significantly influence children's cognitive and social development. Baumrind (1991) identified three primary parenting styles: authoritarian, permissive, and authoritative (or democratic). Authoritarian parenting is characterized by high demands and low responsiveness, where parents enforce strict rules and expect obedience. In contrast, permissive parenting involves low demands with high responsiveness, allowing children considerable freedom and few guidelines. Authoritative parenting combines high demands with high responsiveness, providing a balanced approach where parents set clear rules but also consider children's opinions and encourage independence.

Research shows that authoritative parenting is generally associated with positive educational outcomes, including higher academic achievement and better social skills (Steinberg, 2001). This parenting style promotes a supportive and structured environment that fosters children's autonomy and self-discipline, essential for developing reading comprehension skills.

Language Attitudes

Language attitudes refer to individuals' perceptions and feelings towards a language, which can influence their language use and proficiency. Kridalaksana (2001) defines language attitudes as mental positions or feelings towards one's own language or someone else's language. Positive language attitudes can enhance motivation to learn and use a language effectively, thereby improving reading comprehension.

Garvin and Mathiot (1959) identified three key characteristics of language attitudes: language loyalty, language pride, and awareness of language norms. Language loyalty encourages individuals to maintain their language's purity and resist external influences. Language pride involves viewing the language as a symbol of personal or group identity. Awareness of language norms emphasizes the importance of using the language correctly and appropriately. These attitudes collectively contribute to a conducive environment for developing language skills, including reading comprehension.

Reading Comprehension

Reading comprehension is a complex cognitive process that involves decoding text, understanding its meaning, and integrating it with prior knowledge (Snow, 2002). It comprises several levels, including literal comprehension (understanding explicit information), interpretative comprehension (inferring meaning), critical comprehension (evaluating the text), and creative comprehension (generating new ideas from the text) (Burns & Roe, 2007).

Numerous studies have demonstrated that children's reading comprehension abilities are influenced by various factors, including home literacy environment, parental involvement, and educational practices. For example, Sénéchal and LeFevre (2002) found that early exposure to reading activities at home significantly predicts

children's later reading comprehension skills. Moreover, parental attitudes towards reading and language use play a crucial role in shaping children's reading habits and skills.

Interrelation of Parenting Styles and Language Attitudes

The interplay between parenting styles and language attitudes is pivotal in shaping children's reading comprehension abilities. Authoritative parenting, with its emphasis on support and structure, can foster positive language attitudes by encouraging children to value and engage with the language. This, in turn, enhances their reading comprehension skills. Conversely, authoritarian or permissive parenting styles may not provide the optimal environment for developing positive language attitudes and effective reading skills.

Studies have shown that children from authoritative homes tend to have better reading comprehension skills compared to those from authoritarian or permissive homes (Pinquart & Kauser, 2018). This is attributed to the balanced approach of authoritative parenting, which promotes both discipline and autonomy, enabling children to develop critical thinking and comprehension skills necessary for reading.

Conclusion

The literature highlights the significant impact of parenting styles and language attitudes on children's reading comprehension abilities. Authoritative parenting and positive language attitudes are crucial factors that contribute to the development of effective reading skills. Understanding these relationships can help educators and parents create supportive environments that foster children's academic success, particularly in reading comprehension.

RESEARCH METHOD

Research Design

This study employs a quantitative approach with a descriptive method to explore the influence of parents' parenting styles and language attitudes on students' reading comprehension abilities. The research design includes data collection, data analysis, and interpretation of findings to understand the relationships among the variables.

Population and Sample

The population for this study consists of seventh-grade students at SMP Negeri 1 Maiwa. The total number of students in this grade is 324, divided into six classes. The sample size was determined using random sampling techniques, resulting in a sample of 69 students, which constitutes 21% of the total population. This sampling method ensures that every student in the population has an equal chance of being included in the study, thus enhancing the representativeness of the sample.

Data Collection Instruments

Two primary instruments were used for data collection: questionnaires and objective tests.

1. **Questionnaires:** These were used to gather data on parents' parenting styles and students' language attitudes. The questionnaire for parenting styles was developed based on Baumrind's typology of authoritarian, permissive, and authoritative parenting styles. The language attitude questionnaire was based on Garvin and Mathiot's framework, covering dimensions of language loyalty, pride, and awareness of norms.
2. **Objective Tests:** These tests were used to assess students' reading comprehension abilities. The test items were designed to measure

different levels of reading comprehension, including literal, interpretative, critical, and creative comprehension.

Validity and Reliability Testing

Before administering the instruments, validity and reliability tests were conducted to ensure the accuracy and consistency of the data collected.

1. **Validity Test:** The validity of the questionnaires and objective tests was evaluated using the Pearson Product-Moment Correlation formula. Items that did not meet the validity criteria were revised or removed based on expert judgment and pilot testing results.
2. **Reliability Test:** The reliability of the instruments was assessed using Cronbach's Alpha for the questionnaires and KR-20 for the objective tests. A reliability coefficient (r) greater than 0.70 was considered acceptable for ensuring the consistency of the instruments.

Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistics with the help of SPSS software (version 21).

1. **Descriptive Statistics:** Descriptive analysis was used to summarize the characteristics of the variables and provide a general overview of the data distribution.
2. **Inferential Statistics:** Multiple regression analysis was employed to test the hypotheses and determine the influence of parenting styles and language attitudes on reading comprehension abilities. The steps included:
 - **Normality Test:** Kolmogorov-Smirnov test was used to check the

normality of the data distribution.

- **Linearity Test:** The linearity of the relationship between the independent and dependent variables was tested using the Test for Linearity in SPSS.
- **Homogeneity Test:** Levene's test was conducted to ensure the homogeneity of variances across the groups.
- **Regression Analysis:** Multiple regression analysis was performed to assess the combined and individual contributions of parenting styles and language attitudes to reading comprehension abilities.

Ethical Considerations

The study adhered to ethical guidelines to ensure the confidentiality and anonymity of the participants. Informed consent was obtained from all participants and their parents or guardians. The data collected were used solely for research purposes, and participants were assured of their right to withdraw from the study at any time.

FINDING AND DISCUSSION

Findings

The findings of this study are based on the analysis of the data collected from 69 seventh-grade students at SMP Negeri 1 Maiwa. The primary focus was to investigate the influence of parents' parenting styles and language attitudes on students' reading comprehension abilities.

Descriptive Statistics

The descriptive analysis provided an overview of the characteristics of the variables studied:

1. **Reading Comprehension Ability:** The scores for reading comprehension ranged from 32 to 100, with an average score of 66.72 and a standard deviation of 16.646. The highest frequency of scores fell within the 62-71 range, indicating that the majority of students had moderate reading comprehension abilities.
2. **Parenting Styles:** The parenting style scores ranged from 80 to 153, with an average score of 122.86 and a standard deviation of 17.053. The most common parenting style was authoritative, as indicated by the highest frequency of scores in the 122-131 range.
3. **Language Attitudes:** The language attitude scores ranged from 79 to 161, with an average score of 127 and a standard deviation of 18.838. The highest frequency of scores was in the 114-125 range, suggesting that students generally had positive attitudes towards the Indonesian language.

Inferential Statistics

1. **Normality, Linearity, and Homogeneity Tests:** The data passed the normality test (Kolmogorov-Smirnov), linearity test (Test for Linearity), and homogeneity test (Levene's Test), meeting the assumptions required for multiple regression analysis.
2. **Multiple Regression Analysis:** The multiple regression analysis revealed the following results:
 - o **Combined Influence of Parenting Styles and Language Attitudes:** The combined influence of parenting styles and

language attitudes on reading comprehension abilities was significant, with an R Square value of 0.855, indicating that 85.5% of the variance in reading comprehension abilities could be explained by these two factors.

- o **Individual Influence of Parenting Styles:** The regression coefficient for parenting styles was 0.622, which translates to a 38.7% influence on reading comprehension abilities. This suggests that parenting styles have a substantial impact on students' reading comprehension.
- o **Individual Influence of Language Attitudes:** The regression coefficient for language attitudes was 0.319, indicating a 10.2% influence on reading comprehension abilities. While significant, the impact of language attitudes was less pronounced than that of parenting styles.

Discussion

The findings of this study underscore the pivotal role that parenting styles and language attitudes play in shaping students' reading comprehension abilities. The high R Square value (85.5%) indicates a strong combined influence of these factors, highlighting their importance in educational development.

1. **Parenting Styles:** The significant influence of parenting styles (38.7%) on reading comprehension aligns with previous research indicating that authoritative parenting fosters a supportive and structured environment conducive to

academic success (Steinberg, 2001). Authoritative parents provide clear expectations, encourage independence, and offer emotional support, all of which contribute to better reading comprehension.

2. **Language Attitudes:** The influence of language attitudes (10.2%) on reading comprehension, although smaller than that of parenting styles, is still noteworthy. Positive language attitudes enhance students' motivation and engagement with the language, facilitating better reading skills (Kridalaksana, 2001). Students who view the Indonesian language with pride and loyalty are more likely to put effort into understanding and using it effectively.
3. **Interplay Between Parenting Styles and Language Attitudes:** The interaction between authoritative parenting and positive language attitudes creates an optimal environment for developing reading comprehension skills. Authoritative parents not only support their children's academic endeavors but also instill positive attitudes towards language, further enhancing their children's reading abilities.
4. **Educational Implications:** The findings suggest that interventions aimed at improving students' reading comprehension should consider both parenting practices and language attitudes. Educators and policymakers should work with parents to promote authoritative parenting styles and foster positive language attitudes in students.

CONCLUSION

This study aimed to investigate the influence of parents' parenting styles and language attitudes on the reading comprehension abilities of seventh-grade students at SMP Negeri 1 Maiwa. The findings reveal significant insights into how these factors contribute to students' academic performance, particularly in reading comprehension.

The analysis demonstrated that both parenting styles and language attitudes collectively and individually impact students' reading comprehension abilities. The combined influence of these factors accounts for 85.5% of the variance in reading comprehension abilities, indicating a strong relationship. Specifically, authoritative parenting styles have a substantial positive effect, contributing 38.7% to the reading comprehension abilities. This finding aligns with existing literature suggesting that authoritative parenting, characterized by high expectations and emotional support, fosters a conducive learning environment for children.

Language attitudes also play a significant role, albeit to a lesser extent than parenting styles, contributing 10.2% to reading comprehension abilities. Positive language attitudes enhance students' motivation and engagement with the Indonesian language, facilitating better comprehension skills. Students who exhibit pride, loyalty, and awareness of language norms are more likely to excel in reading comprehension tasks.

The interplay between authoritative parenting and positive language attitudes creates an optimal environment for developing reading comprehension skills. Parents who provide a supportive and structured environment while fostering positive language attitudes significantly

enhance their children's academic performance. These findings underscore the importance of a holistic approach in educational development, considering both the family environment and individual attitudes towards language.

Educational interventions should focus on promoting authoritative parenting practices and cultivating positive language attitudes among students. Educators and policymakers should collaborate with parents to provide guidance on effective parenting styles and the importance of nurturing a positive attitude towards the language.

In conclusion, this study confirms the critical role of parenting styles and language attitudes in shaping students' reading comprehension abilities. Authoritative parenting and positive language attitudes are essential components of a supportive educational environment that fosters academic success. By understanding and leveraging these factors, parents, educators, and policymakers can work together to improve students' reading comprehension skills and overall academic achievement.

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