



The Correlations of Parenting Style on Student’s Speech Performance at First Year Student of IKIP PGRI Bojonegoro

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abstrak – Tujuan dari penelitian ini adalah untuk menentukan apakah pola asuh orang tua memengaruhi keterampilan berbicara siswa tahun pertama IKIP PGRI Bojonegoro. Penelitian ini dilakukan secara kuantitatif dengan menggunakan model hubungan variabel ganda pada variabel independen. Metode sampel acak sederhana digunakan untuk mengumpulkan sampel penelitian dari 19 siswa. Alat non-tes, seperti angket dan kuesioner, dan alat tes, seperti tes berbicara, digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa (1) pola asuh orang tua memiliki pengaruh signifikan terhadap kemampuan berbicara siswa First Year of IKIP PGRI Bojonegoro, dengan nilai sig. pola asuh orang tua 0,275 lebih besar dari 0.05.

Kata kunci – Pola Asuh, Kemampuan Berbicara, Korelasi

abstract – The purpose of the study was to determine whether parenting patterns affect the speaking skills of First Year Student of IKIP PGRI Bojonegoro. The study was conducted quantitatively using a model of double variable relationships on independent variables. Simple random sample method is used to collect research samples from 19 students. Non-test tools, such as cubes and questionnaires, and test tools, such as speaking tests, are used to collect data. The results of the study showed that (1) parenting patterns had a significant influence on the speaking ability of First Year Student of IKIP PGRI Bojonegoro, with a sig score. parenting patterns of 0.275 are greater than 0.05.

Keywords – Parenting Style, Speaking Ability, Correlation

INTRODUCTION

Over time, human thinking has led to changes in lifestyle, mindset, psychology, and more. Communication technology has enabled instant communication with anyone, and the relationship between friends, teachers, students, parents, and children has evolved. Parental parenting styles have become more variable and different over time, affecting a child's physical and mental development, attention, control, and actions taken by parents. Childhood is formative, making it impossible to understand adults without information about their childhood.

Children experience many effects of parenting patterns, including behavior, personality, and psychology. Isabella Hasiana (2021) emphasizes the importance of

family in optimizing child growth, especially related to language development. One of the most affected language sectors is the ability and style of speech. Children often mimic their parents' behavior, so the way parents talk is strongly influenced. Factors that significantly affect a child's speech ability include health conditions, intelligence, socioeconomic context, gender differences, learning approach, and personality.

Parenting styles are influenced by factors such as passing down parenting patterns from parents, working parents providing educational responsibilities, and parental cooperation and commitment. Authoritarian parenting patterns can interfere with a child's growth, especially the development of communication skills. This type of parenting pattern is strict, punishing, and prioritizing compliance and unconditional control, making the child unhappy, inferior, and fearful.

Observations conducted at IKIP PGRI Bojonegoro showed that some students were still shy in conveying ideas, opinions, and presenting discussions. They also lack vocabulary, making it difficult to compose their words, intonations, and expressions when expressing their opinions. At this age, children should be able to make better sentences, create more complex sentences, and compose questions.

Hereditary and environmental factors also affect the ability to speak students. The study will focus on first-year English class students at IKIP PGRI Bojonegoro, aiming to determine the influence of parenting patterns on teenage speech skills and their performance.

RESEARCH METHOD

This qualitative research study was conducted at IKIP PGRI Bojonegoro, East Java, focusing on the ethnomathematical dance Kahiyangan Fire as part of the learning of mathematics. The research design, which includes explorative, definitive, descriptive, and causal, was used to gather information needed to formulate or solve research problems. The ethnographic approach was used to gain an overview and analysis of a culture based on field research. Descriptive research aimed to describe problems, hypotheses, and details required.

The study used a cross-sectional design, collecting primary and secondary data from documentation, interviews, haul, speech tests, books, journals, articles, and internet and print media. The researcher created an angket to collect data on parenting style and speaking ability. Research instruments were used to measure observed natural or social phenomena, providing complete information on issues, natural, or social phenomena.

The study used instrumental testing, classical assumptions testing, and regression analysis, with a 5% error rate. The sample size for the sample regression analysis was calculated using the formula $50+8n$, with non-probability sampling for convenience. The study also considered factors when multiple buyers came at the same time, using a cross-sectional design.

RESULTS AND DISCUSSION

Results

Uji Validitas

Autotarian Validation

Number	Correlation	Desription
Question 1	0,646**	Valid
Question 2	0,485**	Valid
Question 3	0,718**	Valid
Question 4	0,571**	Valid
Question 5	0,690**	Valid
Question 6	0,573**	Valid
Question 7	0,444**	Valid
Question 8	0,536**	Valid
Question 9	-0,003	Not Valid

Based on the results of the above validity test, it is known that there are 9 details of the statement about autotarians, there are 8 questions that are declared valid because they have equal or greater rhitabel values (0.216) and there are 1 statement that is declared invalid because it has a calculating value smaller than the rtabel price (0.216). The invalid statement is knocked out and is not used in this study, as there are still other statements that measure indicators.

Number	Correlation	Desription
Question 10	0,512**	Valid
Question 11	0,547**	Valid
Question 12	0,449**	Valid
Question 13	0,556**	Valid
Question 14	0,536**	Valid
Question 15	0,313*	Valid
Question 16	0,558**	Valid
Question 17	0,539**	Valid
Question 18	-0,016	Not Valid

Based on the results of the above validity test, it is known that there are 9 details of the statement about permissive, there are 8 questions that are declared valid because they have equal or greater rhitabel values (0.216) and there are 1 statement that is declared invalid because it has a calculating value smaller than the rlabel price (0.216). The invalid statement is knocked out and is not used in this study, as there are still other statements that measure indicators.

Number	Correlation	Desription
Question 19	0,261*	Valid
Question 20	0,718**	Valid
Question 21	0,412**	Valid
Question 22	0,571**	Valid
Question 23	0,549**	Valid
Question 24	0,304*	Valid
Question 25	0,310*	Valid
Question 26	0,457**	Valid
Question 27	-0,103	Not Valid

Based on the results of the above validity test, it is known that there are 9 details of the statement about authoritative, there are 8 questions that are declared valid because they have equal or greater rhitabel values (0.216) and there are 1 statement that is declared invalid because it has a calculating value smaller than the rlabel price (0.216). The invalid statement is knocked out and is not used in this study, as there are still other statements that measure indicators.

Speaking Test

Nomor	R Hitung
Fluency	0,896**
Pronouncation	0,889**
Grammar	0,834**
Vocabulary	0,888**
Comprehension	0,923**
Task	0,882**

Based on the results of the above validity test, it is known that there are 6 rating grains that are declared valid because it has a rhitum value equal to or greater than the rtabel (0.811).

Uji Reliabilitas

Reliability tests should be done to find out if this research questionnaire is consistent or not. Reliability test starts with the basis of decision making, namely alpha of 0.60. Variables are considered reliable if the value is greater than 0.60, and if the value is lower than 0.60, the variable cannot be considered reliable. The results of the research variable reliability test are as follows:

Parenting Style

Autotarian Reliable

Reliability Statistics	
Cronbach's Alpha	N of Items
,723	10

The output table above gives an overview of the statistical value for all 9 items of question about autotarian. Note in the "Cronbach's Alpha if Deleted item" column in this table is known to be the value of Cronbach's Alpha for the twentyfive item question is > 0.60 , then it can be concluded that the 9 items of reliable hack question.

Permassive

Reliability Statistics	
Cronbach's Alpha	N of Items
,519	9

The output table above gives an overview of the statistical value for all 9 items of question about permassive. Note in the "Cronbach's Alpha if Deleted item" column in this table is known to be the value of Cronbach's Alpha for the twentyfive item question is >0.60 , then it can be concluded that the 9 items of reliable question.

Authorative

Reliability Statistics	
Cronbach's Alpha	N of Items
,317	9

The output table above gives an overview of the statistical value for all 9 items of question about authorative. Note in the "Cronbach's Alpha if Deleted item" column in this table is known to be the value of Cronbach's Alpha for the twentyfive item question is >0.60 , then it can be concluded that the 9 items of reliable question.

Speaking Test

Reliability Statistics

Cronbach's Alpha	N of Items
,945	6

The above output table gives an overview of the statistical value for the 6th rating item. Note in the "Cronbach's Alpha if Deleted item" column in this table is known to be Cronbach's Alpha value for the twenty items of question is >0.60 , it can be concluded that the six items of the assessment are not reliable.

Uji Asumsi Klasik

Uji Normalitas

Kolmogorov-Smirnov (K-S), a non-parametric test, showed that the research data had a normal distribution if the probability value was greater than 0.05, and if the probability value was lower than 0.05, then the data distribution was abnormal.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,1108187
	Most Extreme Differences	
	Absolute	,079
	Positive	,041
	Negative	-,079
Test Statistic		,079
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

From the results of the Kolmogorov-Smirnov test, it is known that the value of significance or probability is 0.200 greater than 0.05, it can be stated that all the data is normal distributed.

Uji Heterokedasitas

The purpose of the heteroskedasticity test is to determine whether the regression model has an inequality in the difference between residuals or observations to other observations. Glejser test can be used to determine whether or not heteroskedasticity exists. Regression model does not contain heteroskedasticity if its significant probability is above the 5% confidence level.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,210	3,936		,053	,958
	Authoritarian	-,013	,088	-,021	-,153	,879
	Permissive	-,011	,112	-,013	-,096	,924
	Authoritative	,175	,142	,170	1,237	,221

a. Dependent Variable: Abs_RES

Heteroskedasticity test shows no symptoms in regression models, according to decision-making basis. The results of the above heteroscedasticity test table are as follows: Authoritarian parenting pattern has a significance value (Sig.) of 0.879 greater than 0.05; Permissive parenting pattern has a significance value (Sig.) of 0.924 greater than 0.05; and authoritative parenting patterns have a significance value (Sig.) of 0.221 greater than 0.05. Previous results showed that this research data showed no symptoms of heteroskedasticity.

Uji Multikolinearitas

The purpose of this analysis is to determine whether regression models indicate that there is a correlation between free or independent variables. Matrices correlation of independent variables can be used to determine multicollinearity. The following multicollinearity test results:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27,098	6,858		3,951	,000		
	Authoritarian	,252	,153	,203	1,646	,105	,930	1,075
	Permissive	,285	,194	,178	1,466	,148	,957	1,044
	Authoritative	-,878	,247	-,441	-3,560	,001	,922	1,084

a. Dependent Variable: Speaking Skill

In multicollinierity test, the basis of decision making is when the tolerance value >0.1 or VIF value <10 . The results of the above multicollinierity test table are as follows:

- 1) Authoritarian foster pattern has a tolerance value of $0.930 > 0.1$ and a VIF value of $1,075 < 10$.
- 2) Permissive fostering pattern has a tolerance value of $0.957 > 0.1$ and a VIF value of $1.044 < 10$.
- 3) Authoritaritative foster pattern has a tolerance value of $0.922 > 0.1$ and has a VIF value of $1.084 < 10$.

The data of this study suggests that there are no symptoms of multicollinierity, as shown above.

Regression Analysis

Multiple Regression Model

The study used multiple regression models to analyze the influence between two or more independent variables and dependent variables. Double linear regression model calculations are performed using the SPSS for Windows Release 25 program. The results of the analysis are as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27,098	6,858		3,951	,000
	Authoritarian	,252	,153	,203	1,646	,105
	Permissive	,285	,194	,178	1,466	,148
	Authoritative	-,878	,247	-,441	-3,560	,001

a. Dependent Variable: Speaking Skill

Based on the results of multiple linear regression test on Table above, the following regression equations are obtained:

$$Y = 27,098 + 0,252\text{Authoritarian} - 0,285\text{Permissive} - 0,878\text{Authoritative} + e$$

The above formula can be explained as follows:

The regression model in this study can be interpreted as follows:

- 1) The coefficient of the Authoritarian foster pattern regression is 0.252. The coefficient value is positive. That means if a student is parented with Authoritarian parenting pattern, then the speaking skills that students have will tend to increase.

- 2) The coefficient of regression of Permissive foster pattern is 0.285. The coefficient value is negative. That means if a student is parented with Permissive parenting, then the speaking skills that students have will tend to increase.
- 3) The coefficient of regression of the Authoritative foster pattern is - 0.878. The coefficient value is negative. That means if a student is parented with Authoritative parenting pattern, then the speaking skills that students have will tend to decrease.

Uji Koefisien Determinansi (R^2)

To find out how far the model's ability to explain dependent variables variables, R^2 test is used. In this study, determination coefficient was calculated with adjusted R^2 values.

Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate
1	,456 ^a	,208	5,246

a. Predictors: (Constant), Authorative, Permassive, Authotarian

From the R^2 test results, the adjusted R^2 score of 0.456 or 45,6%. This shows that the ability to speak to a child can be explained by 45,6% by independent variables, parenting patterns. 44,4% of factors that can influence child speaking can be explained by variables outside the independent variables of the study.

Uji Simultas (Uji F)

Basically, F-significance tests show whether all independent variables intended in the model affect dependent variables together. F test is also used to determine whether the six independent variables affect dependent variables simultaneously. In this study, the values of F-count and F-table are compared. The rejected hypothesis is that independent variables do not affect dependent variables simultaneously if F-counts are less than F-tables. Conversely, if the F-count is greater than the F-table, then the independent variable affects the dependent variable simultaneously.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	403,876	3	134,625	4,892	,004 ^b
	Residual	1541,108	56	27,520		
	Total	1944,983	59			

a. Dependent Variable: Speaking Skill

b. Predictors: (Constant), Authorative, Permassive, Authotarian

The value of significance (Sig.) obtained at the table above is $0.004 < 0.05$, according to the simultaneous significance test p. Therefore, the variable of student speaking skills is significantly influenced by parenting patterns, which consists of authoritarian parenting patterns, permissive parenting patterns, and authoritative parenting patterns. This parent's parenting pattern can work simultaneously or simultaneously.

Uji Parsial (Uji t)

Due to independent and homogeneous data, hypothesis testing is performed using average different tests or t-test. To calculate the coefficient of t on this independent test sample, the SPSS 25 program is used.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27,098	6,858		3,951	,000
	Authoritarian	,252	,153	,203	1,646	,105
	Permissive	,285	,194	,178	1,466	,148
	Authoritative	-,878	,247	-,441	-3,560	,001

a. Dependent Variable: Speaking Skill

Viewed from the significance value (Sig.) can be seen that:

- 1) Authoritarian foster pattern has a significance value of $0.105 > 0.05$. Thus Authoritarian foster patterns have no significant effect on student speaking skills
- 2) The Permissive foster pattern has a significance value of $0.148 > 0.05$. Permissive parenting has no significant effect on student speaking skills.
- 3) Authoritative foster pattern has a significance value of $0.001 < 0.05$. Authoritative parenting has no significant effect on student speaking skills.

Discussion

The study aims to determine how parenting patterns affect the speaking ability of First Year Student of IKIP PGRI Bojonegoro. There are three types of parental care: authority, permissiveness, and authority. Therefore, there are three free variables or independent variables in this study; these are the third parent parenting patterns; and one bound variable or dependent variable, namely the

student's ability to speak. The study was conducted at First Year Student of IKIP PGRI Bojonegoro, which has 19 students.

The study was conducted at IKIP PGRI Bojonegoro, which in the first level students had 70 students and sample of this research is 60 respondents. The research paper consists of 27 questions consisting of 9 questions of authoritarian fostering, 9 questions of permissive fostering patterns, and 9 questions of authoritative fostering patterns.

The respondents fill it. Furthermore, students undergo a speaking test through an interview approach to assess their speaking skills. Once the cocket is filled, the score for each item of question and the total score for all respondents is calculated to create a tabulation. Data analysis will depend on the results of this score calculation. Before testing the hypothesis, the cocket will be used to test its validity and reability.

In addition, Upton has stated that children who do not have the opportunity to interact will have low language skills, according to the results of the study (Upton, 2012). Students who are educated with authoritarian parenting patterns have no chance to voice their opinions. This is supported by research findings that suggest that students educated with authoritarian parenting patterns have negative coefficient values, meaning that if a student is educated with authoritarian parenting patterns, their speaking skills tend to decline or in a negative direction. Instead, students who are educated with authoritarian parenting patterns always have the opportunity to voice opinions.

CONCLUSION

Based on the results of the research and discussion that has been conducted by researchers relating to parenting patterns and student speaking skills, it can be drawn to the following conclusions:

1. There is an influence of significance between parenting patterns namely Authoritarian foster patterns, Permissive foster patterns and Authoritative foster patterns on the speaking skills of first year students IKIP PGRI Bojonegoro. This is because the value of variable parenting patterns of 0.000, which means smaller than the level of research sigiificance of 0.05
2. Of the three applied foster patterns, which have a dominant influence on the speaking skills of the first level of IKIP PGRI Bojonegoro is the Authoritative foster pattern. This is because the value of variable variable foster patterns of Authoritative 0.001 is smaller than the level of research significance of 0.05. Authoritarian and Permissive parenting patterns have no significant influence. This is because the value of variable variable Autoritarian foster pattern 0.561 is 0.370 permissive foster pattern greater than the level of research significance 0.05.

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