

**THE CORRELATION BETWEEN PARENTING STYLE  
AND STUDENTS' ENGLISH ACHIEVEMENT  
THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan  
(S.Pd) in Teaching English



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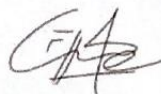
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**MOTTO**

*“trust in timing”*

## **DEDICATION SHEET**

Alhamdulillahirabbil'alamin. This undergraduated thesis is dedicated to:

1. My parents, who have always been my encouragement and the strongest backup against the hardships of the world. Who never stop giving love and prayer. Thank you for always fighting for my life. Always be healthy and live longer; Daddy and Mom should always be there on every journey and achievement of my life.
2. My advisors, Mrs. Fitriah and Mr. Syaifudin, Thank you for being advisors who always devotes one day a week for students consultation so we can consistently write our thesis without obstacles.
3. All of my lecturers in the English Language Education Department who have given me a lot of knowledge so that I can complete my education to this stage.
4. Headmaster, teachers and 7<sup>th</sup> grade students in UPT SMPN 12 Gresik who helped me a lot in conducting the data for this thesis.
5. The owner of NIM B72219065, thank you for being an accompanying figure in everything, who not only inspires but also become friend of discussion, helps find references, helps during data processing, as well as many other contributions in the writing process of this thesis.
6. My friends Yumna, Riza and Silminda, thank you for sharing knowledge, encouragement, and inspiration with one another while working on a thesis.
7. Rizka Dian Silviana, my closest friend has always been on my side since we're in elementary school till today.
8. Amalia Rizki Ramadhani, who is constantly available to work on a thesis together. Thank you for introducing me to Cibuk, which consistently give support and warmth advice to me.
9. Mbak Agsan, my sister at college, thank you for wanting to respond all of my questions about college and everything that you have been shared with me while my study.

## ACKNOWLEDGMENT

Alhamdulillahirobbilalamin. Praise be to Allah SWT for all the gifts given to the writer so that the writer can finish this thesis after several months. Peace and blessing be upon to our prophet Muhammad SAW who has brought us from darkness to brightness.

The author realizes that he would not be able to complete this thesis without the help, guidance and support of everyone. Therefore, the writer would like to express her gratitude to all who have given the author a lot of support so far to complete this thesis in the following:

1. Prof. Akh. Muzakki, M.Ag., Grad.Dip.SEA., M.Phil., Ph.D., as a rector of State Islamic University of Sunan Ampel Surabaya
2. Prof. Dr. H. Mohammad Thohir, M. Ag., as the dekan of Tarbiyah Faculty along with all staff from Tarbiyah Faculty
3. Rakhmawati, M.Pd., as the head of English Language Education Department
4. Mrs. Fitriah and Mr. Syaifudin as researcher's advisor, thank you for the guidance that has been given so that I can complete this thesis.
5. All of lectures in English Language Education Department, thank you for all of the knowledge and experience given to me while studying at college.
6. All of my friends in English Language Education Department who always support each other
7. Headmaster, Teachers, and Students at UPT SMPN 12 Gresik, thank you for the chance given to me to conduct the research in this school

Surabaya, 20 July 2023

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## ABSTRACT

Ulrica, Reva. (2023). *The Correlation Between Parenting Style and Students' English Achievement*. A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Prof. Dr. Mohamad Salik, M.Ag. Advisor II: Hilda Izzati Madjid, M.A.

Key word: *Parenting Style, English Achievement, Student Achievement*

Parenting is a relationship among parents and children in which parents try to encourage their kids to adopt more socially acceptable behaviors, knowledge, and attitudes. Different parenting styles have different impacts on children, especially in terms of education and learning outcomes at school. This study seeks to determine whether there is a correlation between parenting styles and students' English achievement by examining the different approaches to parenting that students' parents used. This study employed quantitative data and the correlation method of research. The result revealed that there are three (3) different parenting styles that parents use, namely permissive, authoritarian, and democratic. From the three parenting styles, the result indicated that democratic parenting style obtained highest level of agreement. This implies that the parents tended to use democratic style when raising their children. Another finding revealed that there was a strong correlation regarding style of parenting and English achievement of students. This means that when the way parents raise their children supports their study, it seems that the students' achievement is better. In another word, it can be said that parenting style influences the students' English achievement. This finding highlights that democratic parenting style influence positively to the students' achievement. When the parents give children opportunities to express their ideas and learn according to their interests, it may influence their study positively.

## ABSTRAK

Ulrica, Reva. (2023). *The Correlation Between Parenting Style and Students' English Achievement*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisor I: Prof. Dr. Mohamad Salik, M.Ag. Advisor II: Hilda Izzati Madjid, M.A.

Kata kunci: *Pola Asuh, Hasil Belajar Bahasa Inggris, Hasil Belajar Siswa*

Pola asuh adalah hubungan antara orang tua dan anak di mana orang tua mencoba untuk mendorong anak-anak mereka untuk mengadopsi perilaku, pengetahuan, dan sikap yang lebih diterima secara sosial. Pola asuh orang tua yang berbeda memiliki dampak yang berbeda pada anak-anak, terutama dalam hal pendidikan dan hasil belajar di sekolah. Studi ini bertujuan untuk menentukan apakah ada korelasi antara pola asuh dan hasil belajar Bahasa Inggris siswa dengan memeriksa berbagai pendekatan yang digunakan oleh orang tua siswa. Studi ini menggunakan metode kuantitatif dan penelitian korelasi. Hasilnya mengungkapkan bahwa ada tiga (3) pola asuh yang berbeda yang digunakan orang tua, yaitu permissive, authoritarian, dan demokratis. Dari tiga gaya orang tua, hasilnya menunjukkan bahwa pola asuh orang tua demokratis memperoleh tingkat kesepakatan tertinggi. Ini menyiratkan bahwa orang tua cenderung menggunakan pola asuh demokratis ketika membesarkan anak-anak mereka. Temuan lain mengungkapkan bahwa ada korelasi yang kuat sehubungan dengan pola asuh orang tua dan pencapaian bahasa Inggris siswa. Ini berarti bahwa ketika cara orang tua membesarkan anak-anak mereka mendukung studi mereka, tampaknya bahwa pencapaian siswa lebih baik. Dengan kata lain, bisa dikatakan bahwa pola asuh orang tua mempengaruhi pencapaian siswa dalam bahasa Inggris. Temuan ini menyoroti bahwa pola asuh demokratis mempengaruhi hasil belajar siswa secara positif. Ketika orang tua memberi anak-anak kesempatan untuk mengekspresikan ide-ide mereka dan belajar sesuai dengan minat mereka, itu dapat mempengaruhi studi mereka secara positif.

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## **CHAPTER I INTRODUCTION**

This chapter contains theories and a concise explanation of the relationship between style of parenting and students English proficiency, which are divided into many subheadings: 1) Research Background, 2) Research Question, 3) Objectives of The Study, 4) Significance of The Study, 5) Scope and Limitation, 6) Hypothesis, (7) Definition of Key Terms.

### **A. Background of Study**

English is a universal language that is frequently used in communication. English has become a subject that is taught in Indonesian schools from elementary school through the university level. The acquisition of English language proficiency is deemed imperative for students, as it is the government's initiatives in this country aimed at enhancing their English language aptitude. Moreover, learning English is important for students to open various future opportunities in their career path. English competence also helps students to improve their quality of self and become confident to face the global competition.

Generally, learning is influenced by several factors. Ngalim Purwanto in "Psikologi Pendidikan", assumes that learning is influenced by two distinct aspects.<sup>1</sup> The first aspect is individual factors. Individual factors refer to internal factors that are inherent to an individual, including but not limited to their personal growth, cognitive abilities, level of motivation, training, and other personal characteristics. The second factor pertains to the social aspect. Social factors refer to external elements that may impact the learning process, such as the family environment, the teacher's way of teaching, the tools the teacher uses when teaching, and social motivation. The existence

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<sup>1</sup> M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 1990), 102.

of factors that influence learning, both individual factors or social factors, makes students can be classified into 2 groups based on their learning achievements, namely high achiever students and underachiever students.

There are several aspects that influence the success of the student achievement in learning. As stated by Slameto, “Factors that affect learning achievement have many types, but can be classified into two groups, namely internal factors and external factors”<sup>2</sup>. Internal factors refer to individual-based factors, encompassing physical, psychological, and fatigue-related aspects. Furthermore, the external factors emanate from the surroundings, that include factors related to family, educational institutions, and the community. Based on this explanation, several factors, both internal and external to the student, can have an impact on how well students learn. Sudjana proposes that learning achievements refer to the knowledge and skills that students acquire following their educational experiences, the attainment of knowledge and skills acquired through the acquisition process across the three learning domains, namely cognitive, affective, and psychomotor domains, can be regarded as indicative of learning accomplishment.<sup>3</sup> Sumadi Suryabrata claims that learning success incorporates psychomotor changes, making learning success the students' capacity to master new knowledge, attitudes, and abilities after engaging in learning activities. According to Sudjana, environmental factors influence student achievement at school by 30%, and student abilities by 70%. Environmental factors such as family environment.

As previously discussed, various factors contribute to students' learning outcomes, and among these factors is the role of family. Family is the first environment

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<sup>2</sup> Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta:Rineka Cipta, 2003), 54.

<sup>3</sup> Sudjana, “Perang Serta Orang Tua Dalam Meningkatkan Hasil Belajar Bahasa Inggris Siswa”. *Jurnal Ilmiah Kependidikan*, 2017, 123

of an individual that has an important role to support an individual's development. Agus According to Sujanto in Mainizar, the family is crucial to a student's full development as an individual.<sup>4</sup> The function of the family is to teach children about love, discipline, maintaining health, mental, psychological, and social skills besides to help them grow in the intellectual skills and attitudes that are useful in their lives. As a result, it is true that a child's personality is shaped by their familial environment because this is where they receive their most fundamental education before beginning formal education. The family contains several roles in it, which will be highlighted in this study are parents. There are several things that kids first learn from their parents. Lester and Crow stated, "The child in the home is the recipient of whatever constructive or destructive influences may result from the interrelations of his home with the social order into which he or she has been born". Children naturally imitate the language of their first environment. Here, parents are the ones who teach their children their first language.<sup>5</sup>

Within the familial situation, it is the responsibility of parents to serve as the main educators. The parents' influence on their children's learning is a crucial substance. The responsibility of parents towards children when carrying out the education process at home is important because parents are the main role in educating their children in an effort to maintain, foster how children develop from the stages they go through. It means that a parent is a place for children to continue life, to be able to grow and develop, a place that provides protection and affection for children. This relates to what was said by Hibana "parents are the first and foremost teacher, for protection of children, a source of life for children, a place for children to depend on, and a source of happiness for

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<sup>4</sup> Agus Sujanto, *Psikologi Pendidikan* (Jakarta: Jurnal pendidikan, 2003)

<sup>5</sup> Lester D.Crow, Alice Crow, "*Introduction to Education: Fundamental Principle and Modern Practices*). New York: American Book Company, 1960, 453.



children".<sup>6</sup> According to the Slameto in Sinaga, Muhariat, Kenty, the first and most important institution of education is the family. The earliest education itself is centered on parents.<sup>7</sup> In educating and raising children, parents have different ways. According to Djamarah, the family's parenting style refers to the norms or habits that parents use to guide, care for, and direct their children<sup>8</sup>. Parenting in the sense of paying attention to how to take care of children and educate them. Parenting is therefore a continuous, persistent, and generally consistent parental effort to maintain and lead children from birth through puberty. Children will adjust to the parenting style provided by their parents. Likewise, achievements in children's academic performance vary depending on the parenting style of their parents in educating children so that they are disciplined in learning and motivate them to study. Therefore, parents pay more attention to the various types of parenting style used to educate children because each parenting style will give different outputs to the child, in particular in correlation with the child's English achievement at school.

Many studies have investigated similar topics with the current study, either about the parenting style or students' learning achievement. Related to the students' English achievement, the study of Emi, she mentioned that parents' role gave effect toward students' English learning achievement.<sup>9</sup> According to the research's conclusions, parents may help their children learn by motivating them, serving as an example, providing knowledge, facilitating learning, and coordinating activities. The study showed that the parents' role gave effect to student's English learning achievement. However, the English report book of X grade students used to be the data source for the student's English

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<sup>6</sup> Hibana S. Rahman, *Pendidikan Anak Usia Dini* (Jakarta:Rineka Cipta , 2010), 96-99.

<sup>7</sup> Slameto, *Belajar dan Faktor yang Mempengaruhinya* (Jakarta:PT. Rineka Cipta, 2010)

<sup>8</sup> Syaiful Bahri. , *Pola Asuh Orang Tua dan Komunikasi dalam Keluarga* (Jakarta: Rineka Cipta, 2014), 112

<sup>9</sup> Emi, "*The Influence Of Parents' Role Toward The Students Achievement In Learning English*". (Makassar: University of Makassar, 2019)

achievement., while the current study took the data from the VII grade students . Other than that, a study by Fitriah AB showed that parental participation and learners' proficiency in English are correlated.<sup>10</sup> It is evident from the outcome of the research that demonstrated a correlation with a medium level of student parents of 2<sup>nd</sup> grade students of MTsN Tangerang II Pamulang involvement supporting the student's English achievement by engaging as a motivator, as monitor, advocate for economy, and a role model is sufficient. This study took data of students' English achievement from students who study in Islamic-based schools (State Madrasah Tsanawiyah), while this study took data on the achievement of English from state junior high school students. The characteristics of students who attend public junior high schools and Islamic-based state junior high schools certainly have differences, which can be seen from the educational goals of the 2 types of schools and the way each school builds their student's character. Other than that, Yohana Evika Dinarwati has examined the correlation between parenting style and learning motivation with students' social achievement.<sup>11</sup> It should be noted that this study utilized data on student accomplishment in social sciences, whereas the current study used data on student achievement in English.

While related to parenting style, the study of Nurhasanah explored parenting style and students' learning motivation in islamic religious education at SMAN 1 Bangkinang.<sup>12</sup> This study involved students and student's parents of VII G SMPN 1 Bangkinang 2012 academic year. Parenting style was defined by this study's

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<sup>10</sup> Fitriah A.B., "*Parent's involvement and Its Influence on Students*". (Jakarta: Syarif Hidayatullah State Islamic University, 2009).

<sup>11</sup> Yohana Evika D., "*Hubungan Pola Asuh Orang Tua dan Motivasi Belajar dengan Hasil Belajar IPS Siswa Kelas IV SD Negeri Gugus Dewi Sartika Kecamatan Semarang Selatan*". (Semarang: Universitas Negeri Semarang, 2020)

<sup>12</sup> Nurhasanah, "*Hubungan Pola Asuh Orang Tua Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama Negeri 1 Bangkinang Kabupaten Kampar*". (Pekanbaru: UIN Sunan Syarif Kasim Riau, 2012)

researcher as the attitude of parents toward raising their children. In the theoretical framework section, the researcher wrote down various parenting styles according to many experts, but the researcher does not specifically use any of these theories and draws conclusions from these various theories. According to this study, parenting style refers to how parents raise, discipline, and educate their children to encourage their academic achievement. This current study also uses one specific type of parenting, namely the theory from a clinical and developmental psychologist, Baumrind, who classifies parenting into 3 types : (1) democratic parenting, (2) authoritarian parenting, and (3) permissive parenting.

From those results, it shows that the study about the correlation of parenting style and students' English achievement is still limited. Hence, it is evident that the previous research and the present study still have a gap in them. Researchers need to take this topic because it is important to figure out the types of parenting styles used by student's parents, in addition to looking at the correlation among ways of parenting and children's English achievement. With the help of this study, parents may learn how crucial their parenting style is to their children performance, particularly in terms of their English achievement.

This research was conducted at SMPN 12 Gresik. The study about correlation between parenting style and students' English achievement has never been conducted at UPT SMPN 12 Gresik, which makes researchers eager to carry out study there. The aim of this study is to identify the different parenting styles that the parents of the students utilize and also to investigate correlation between the first variable (parenting style) and second variable (students' English achievement) which focus on 3 types of parenting style of Baumrind Theory. Another reason that supports this research to be brought up is because research with the same title was made several years ago and there is no research

that shows the latest conditions on the topic of parenting style and student's English achievement. Hence, researchers take this topic as the significant gap that can verify and guarantee the novelty of the current study and shows the validity and its relevance to the current issues.

## **B. Research Questions**

There are two research questions on this study, namely:

1. What types of parenting styles do the students' parents use?
2. Is there any correlation between parenting style and students' English achievement at UPT SMPN 12 Gresik?

## **C. Objectives of The Research**

This current study aims to:

1. To find out the types of parenting style used by student's parents
2. To investigate the correlation between parenting style and students' English achievement at UPT SMPN 12 Gresik

## **D. Significance of Research**

In this study, parents of eighth-graders at UPT SMPN 12 Gresik will be identified along with the different parenting styles they use. It will also be examined whether there is a correlation among parenting style and children's English achievement. The result of this study may contribute to teachers, students, parents, and other researchers.

1. For the teacher

This study may be useful for the teachers by informing them the importance of parenting style in students' achievement. Parenting style could be regarded as a contributing factor to academic achievement.

2. For the students

The present study has the potential to enhance students' comprehension of the significance of parenting style in relation to academic achievement. This means when students have good communication with their parents, they seem to be able to achieve their skill more effectively as they get support from their parents.

### 3. For parents

The findings of this study may be beneficial for parents as reference to know about the various types of parenting styles and how parenting styles correlate with children's learning achievements, especially in English lessons.

### 4. For the other researcher

The present study is anticipated to be a valuable resource for forthcoming researchers to obtain information about the types of parenting style used by students' parents and correlation between parenting patterns and student learning outcomes and gain a wealth of knowledge. Other researchers could also do a similar study with different context at the level of the student and identify whether the result is different or similar to this study.

## **E. Scope and Limitation**

This study has two scope to examine. First, this study focuses on types of parenting styles used by student's parents. The second scope focuses on students' English achievement correlates with parenting style. There are 3 types of parenting style based on Baumrind Theory; the first is democratic parents or authoritative, the second is authoritarian or disciplinarian, and the third is permissive parent or indulgent.

The limitation of this research are the students of 7<sup>th</sup> grade of 2022/2023 academic year and also the 7<sup>th</sup> grade student's parents in UPT SMPN 12 Gresik. Researchers will conduct the study by involving students in 7<sup>th</sup> grade because the researchers found a phenomenon related to the title of research in 7<sup>th</sup> grade students of A B C class in this school when performing observations and teaching practice on the teaching practice program.

## **F. Hypothesis**

A hypothesis can be determined toward the relationship between two or more variables. In the hypothesis test, the null hypothesis (H<sub>0</sub>) and the alternative hypothesis

(Ha) were compared. The alternative hypothesis (Ha) states that there is a correlation between the variables, whereas the null hypothesis (H0) states that there is no correlation between the variables. If the null hypothesis was rejected, the alternative hypothesis was accepted. Consequently, the following are the study's hypotheses:

1. H0: There is no correlation between parenting style and students' English achievement, and the students' English achievement is unrelated to the parenting style.
2. Ha: There exists correlation between parenting style and students' English achievement, and students' English achievement is completely reliant on parenting style.

## **G. Definition of Key Terms**

The researcher aims to establish a shared understanding and interpretation of key terminology used in this study between the researcher and the reader. This is done to ensure clarity and accuracy in the communication of research findings. The following are the key terms used in this proposal.

### **1. Parenting Style**

Parenting style is the way parents educate, control and motivate their children in order to support children's learning achievements especially in English subject. This study focuses on 3 types of parenting styles namely democratic, authoritarian, and permissive parenting style from Baumrind theory.

### **2. English Achievement**

Students who have completed the 1<sup>st</sup> daily test of an English subject have established their achievement to learn English. Student's English score taken from the 7<sup>th</sup> grade English teacher's documents, reflects their English achievement.

### **3. Student Achievement**

Student achievement is the measurement of students in academic performance over a particular period of time. In this study, the student's achievement is measured by an achievement test of an English subject (1<sup>st</sup> daily test).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents detailed explanations of the theories which strengthen current study. It includes a theoretical framework and the contrast of this research with other previous studies. The theory that supports this study describes the parental role in a student's education, defines parenting style, and identifies the factors that affect students' achievement.

#### **A. Theoretical Framework**

The theoretical framework presented definitions and concepts that are used to support the study and to avoid misunderstanding with the theories in this research.

##### **1. Parents' Role in Students Education**

A child's family, which serves as their earliest social context, is where they are born. Being in charge of a child's socialization during a critical era is vital to the family. Children replicate their parents' physical, mental, and emotional traits in their opinions, social mores, and personality. The conduct of both the mother and father is covered under the parental role, who bear the responsibility of fostering, instructing, and directing their children towards preparedness for societal integration. Because it is one of their responsibilities to educate their children, parents actively participate in their children's academic pursuits. Stainback and Susan's perspective on the parental role in their children's education. Among other things:<sup>13</sup>

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<sup>13</sup> Susan Stainback and William Stainback, *"The Role of Parents Toward Learning Achievement"*, 1999.



**a) As a Facilitator**

In order to fulfill their children's learning needs, parents have a responsibility to play a role in children's education. Facilities that children need when studying such as stationary, books, computers, and a comfortable place for children to study. Not only facilitating children's learning activities, but parents are also responsible for facilitating children's interests. Parents must understand the talents and interest of their children, so that effort to facilitate children's interest can match the needs of the children and run optimally. For example, like a child whose interest is already evident in the field of English, parents enroll their child in an English course in an effort to facilitate the child's English talent to develop.

**b) As a Motivator**

Motivation is an encouragement to a person to do a certain goal. Motivation can come from oneself (intrinsic) which is triggered by realization of how essential something is. Additionally, there is extrinsic motivation, or insight received from factors other than the individual, such as parents, teachers, friends, and the wider society. In this case, parents can help children become more motivated to learn, when children are at home which aims to support children's learning achievements. Children's learning motivation can be done in many ways, for example telling children about the importance of learning, the benefits of learning, and giving appreciation to children's achievements.

### c) As a Coordinator

Parents are not only providing facilities to their children, but are also required to guide them. The facilities provided by parents will have a negative impact on children if there is no parental guidance. For example, when children are given laptops to support their learning needs, but without parental guidance, children use these facilities more to play games and watch YouTube than studying. It is imperative for parents to allocate their time to accompany and guide their children when studying, so that the facilities provided are not wasted and used properly.

The earlier explanation highlights the valuable influence that parents have on their children academic achievement as a facilitator, motivator, and coordinator. In order to select a learning model that is suitable for the kid's condition, in order for children to learn at home, parents must participate, starting with providing learning facilities, accompanying learning, and paying attention to the growth of kids' learning.

## 2. Parenting Style

Parents are the smallest social unit for children that form the basic foundation in their development. Koziar states that Growth and development is a continuous, orderly, and sequential process that is influenced by maturation, environmental and genetic factors.<sup>14</sup> Parents always provide stimulation in various aspects, both gross and fine motor skills and language to support children's development. Stimulation is routinely given with love and various methods so that child development occurs optimally. The method given by the

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<sup>14</sup> John W. Santrock. "*Masa Perkembangan Anak*" (Jakarta: Salemba Medika, 2011).

parents in giving the stimulus is different, where each method applied by the parents, the impact will also be different. Soetjiningsih makes the assumption that children develop in families and believes that this leads to families becoming dominated by the relationship between parents and children, which has a significant impact on parenting.<sup>15</sup>

Parenting style is a method used by parents in supporting children to achieve the goals they want. The aims are the knowledge, ethics, norms of conduct, and values that a child should have by the time they are adults.<sup>16</sup> The right parenting style is expected to make it easier for children to achieve the desired goals. Lestari states a good child's personality, full of excitement for learning, and children's learning accomplishment always increasing along with the growth and development of children are expected to be formed by parenting techniques that are appropriately implemented by parents to their children. Due to the fact that children imitate their parents' behavior, parenting style will reflect the child's personality. Children frequently imitate their parents' behavior because they wish to follow in their parents' ways throughout this developmental period. According to Rakhmad, children always desire to imitate this in education because they believe that imitation is the key to learning.<sup>17</sup> This assumption cannot be disputed because children adore imitating their parents' attitudes and behaviors. In addition, Dorothy Law Nolte through her poem entitled "Son learns from life" supports the opinion above. According to her, children who are nurtured in a reproachful environment collect curse words. A

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<sup>15</sup> Soetjiningsih & Gde Ranuh, *Tumbuh Kembang Anak* (Jakarta: EGC, 2013)

<sup>16</sup> Mussen, *Perkembangan dan Kepribadian Anak*, (Jakarta: Arean Noor, 1994), 395.

<sup>17</sup> J. Rakhmat, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya, 2011), 103.

hostile upbringing teaches a child to fight. When a child experiences ridicule, they grow to believe they are inferior to others. If a child is nurtured in contempt, they come to regret it. A child who is raised with empathy learns self-control. When a child is encouraged, they develop confidence. If a child receives praise frequently, they will grow to respect it. If a child receives the greatest care possible, they will learn justice. A child learns to trust if they experience security as they grow up. A child who receives assistance from their parents learns how to have enjoyment. A child will be able to feel love in life if they are raised in a compassionate and relational environment.<sup>18</sup> Based on that example, it can be reflected that the personality of a child is from how their parents raised them.

Parenting style has various models. Based on Baumrind classification, parenting styles may be categorized as democratic, authoritarian, and permissive parenting depending on the leadership style by placing an emphasis on elements like restrictions, explanation, maturity, commands, and nurturing.<sup>19</sup>

a. Democratic Parents

Dariyo states that the goal of democratic parenting, which combines liberal and authoritarian parenting methods, is to equalize parents' and children's views, attitudes, and behaviors.<sup>20</sup> In this parenting style, parents give children freedom but are still under full supervision so that children know the limit of their freedom. This is in accordance with Gunarsa in Adawiyah, he assumes that in instilling discipline in children, democratic parenting applied by parents shows and respects freedom that is not absolute,

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<sup>18</sup> Dorothy Law Nolte. "*Children Learn What They Live*", (Children Learn What They Live , 2016)

<sup>19</sup> Paul D. Eggen & Kauchak D, "*Educational psychology classroom connections, 2nd Edition*" (New York: Macmillan College Publishing Company, 1994).

<sup>20</sup> Agoes Dariyo, "*Dasar-Dasar Pedagogi Modern*" (Jakarta: Indeks, 2013)

with understanding guidance between children and parents, giving rational and objective explanations. If the child's opinions do not match with parents.<sup>21</sup> This parenting style fosters children who have a sense of responsibility and behave according to the existing norms.

b. Authoritarian Parents

The characteristics of authoritarian parenting style are that parents force their children's will, children must obey parental rules, and do not give them the chance to have an opinion. Authoritarian parenting has an impact on the loss of freedom for kids, hindering initiative and children's activities, so that children become less confident in their skill. The center of this parenting style is what has been said and is the will of the parents to be obeyed by the children, and parents also have punishment for the children who do not obey the wishes of their parents. Hurlock in Thoha states that an authoritarian parenting style characterized by the use of harsh punishment, more use of corporal punishment, children are also regulated all needs with strict rules and still apply even though they have reached adulthood.<sup>22</sup> This parenting style will grow children who are hesitant, weak and difficult to make decisions.

c. Permissive Parents

This parenting style has some characteristics: parents give freedom to children, indifference to children, and the lack of firmness in applying the rules to the children. Permissive parenting or commonly called indulgent

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<sup>21</sup> Rabiatal Adawiah. "Pola Asuh Orang Tua dan Implikasinya Terhadap Pendidikan Anak: Studi pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan". *Jurnal Pendidikan Kewarganegaraan*. Vol 7 No. 1, 2017, 33-38

<sup>22</sup> *ibid*

parenting is when parents prioritize their own interests over the child's personality development, and parents do not know well what their children's activities are everyday. The child's personality in this parenting style is not directed and it will be difficult to be prosecuted for the existing prohibitions in the environment. The poorest independent and self-controlled of their children, who are properly classified as immature.

### **3. Factors That Influence Students' Achievement**

Supriyono states that learning outcomes that change behavior as a whole is not just one aspect of human potential. It means that learning achievement categorized by education specialist not seen in fragmentation or separately but comprehensively. Learning outcomes according to Rifa'i and Catharina is an achievement obtained by students during learning activities in the form of behavior changes according to what was learned.<sup>23</sup> The learning outcomes are formulated by students in learning goals. Meanwhile, according to Gagne & Briggs (in Suprihati ningrum) learning outcomes have meaning in the form of ability in terms of intellectual capacity, cognitive method, linguistic knowledge, physical abilities, and a favorable attitude obtained by students from learning activities and can be observed through performance.<sup>24</sup>

There are several factors that affect learning outcomes. According to Susanto, students and the environment both have an impact on student learning outcomes.<sup>25</sup> The following are factors that affect learning outcomes :

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<sup>23</sup> A. Rifa'I & C. T. Anni, "*Psikologi Pendidikan*" (Semarang: UNNES Press, 2015)

<sup>24</sup> Jamil Suprihatiningrum, "*Strategi Pembelajaran*" (Jogjakarta: Ar-Ruzz Media, 2016)

<sup>25</sup> Susanto, "*Pengembangan Pembelajaran IPS di Sekolah Dasar*" (Jakarta: Prenadamedia Group, 2014)

1. Internal factors: Students' capacity to learn is impacted by these internal factors. These internal factors include: learning motivation, attitude, intelligence, interest and attention, habit learning, as well as physical condition and health.
2. External factors: This factors come from outside students, which affect learning outcomes, namely family, school, and community.

English achievement is the result gained by students through the learning process in an English subject. English achievement in this research focuses more on student's achievement in cognitive aspects using the student's first daily test score.

## **B. Previous Studies**

There are several studies that have investigated the same topic as the current study: parenting style and students' achievement. The previous studies explained below have mainly focused on either one or two aspects on which current research will be conducted, namely parenting style and student achievement. The present section will explain the distinctions between earlier studies and the current study with regard to the research's scope, methodology, and results.

First is the study by Luvi Liniarti.<sup>26</sup> This study is to find out the relationship between the influence of parent involvement and a student's English learning achievement. The subjects in the current study are 8th grade students. The researchers employed a descriptive quantitative methodology in the present investigation while the current study used correlational design quantitative research.

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<sup>26</sup> Luvi Liniarti, "*Parents' Involvement and Its Influence on Students English Achievement (A Correlation Research at 7<sup>th</sup> Grade Students of SMPN 6 Kaur In Academic Year 2018/2019)*" (Bengkulu: State University for Islamic Studies, 2019)

The result of this study is parents' involvement and their children's success in learning English are highly correlated.

Fitri Hasanah conducted the second study. She examined how parental participation and students' proficiency in English-language acquisition are related.<sup>27</sup> The purpose of this study is to investigate whether parental involvement and children' competence in learning English are related. This study used correlational research design. However, though they have subjects and the same research design, the study's emphasis on parental involvement in assisting children and helps them as students. This current study focuses on parenting style in supporting and monitoring children as students at home. This study discovered that parental involvement in the education of female eighth-graders had no discernible impact on their proficiency in English. Instead, other factors may have caused and influenced various students' English learning abilities.

Third previous study entitled “The Impact of Parental Involvement on Academic Student Achievement” conducted by Ayman Mokhtar Zaher Eldeeb.<sup>28</sup> The purpose of this study is to determine whether parental involvement in children's education has a positive effect on the student's achievement. The method used in this study was mixed method (Quantitative & Qualitative), Approach of investigation is in the form of a case study. The results of this study answer the research question that there is a positive correlation effect between academic achievement and parental involvement.

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<sup>27</sup> Fitri Hasanah, “*The Relationship between Parental Involvement and. Students' English Learning Achievement at SMP IT. Al-Ihsan Boarding School Riau*”(Riau: UIN Sultan Syarif Kasim Riau, 2020)

<sup>28</sup> Ayman Mokhtar Zaher Eldeeb, “*The Impact Of Parental Involvement On Academic Student Achievement*”, (Dubai: The British University in Dubai, 2012).



Fatima and Rafiq did the forth previous research. This researcher is looking for cases related to parental involvement and academic achievement. This study uses exploratory research in 9<sup>th</sup> class of secondary schools (public and private) in Allama Iqbal Town, Lahore city, Pakistan.<sup>29</sup> The purpose of this study was to explore the effect of parental involvement in the academic achievement of their children. The results of the investigation showed there is a significant connection between students' commitment to learning English and their parents' involvement, the school's environment, and their attitudes toward it.

The fifth previous research is a study by Fitriah AB. The involvement of parents and how it affects students' English proficiency was the focus of this study. The goals were to establish the relationship between involvement of parents and student achievement, particularly in the area of English, as well as the impact of parental involvement on student English proficiency. A quantitative research method with correlation research is applied in this study.<sup>30</sup> The second-graders at MTsN Tangerang II Pamulang in Banten are the study's participants. The research findings indicate that parental involvement has a significant impact on the English language proficiency of their children. The outcome (0,402) is in the medium correlation range. It indicates that the students' English achievement can be supported by their parents' involvement as a motivator, an economic advocate, a monitor, and a role model.

The sixth previous study was conducted by Emi. This study uses a descriptive research study and is located at SMK Muhammadiyah 4 Tallo, Makassar.

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<sup>29</sup> Hafiz Muhammad, Rafiq, Fatima, T., Sohail, M.M., Saleem, M.I., Phil., M., Khan, M.A., & Scholar, M.P. "Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan." *International Journal of Humanities and Social Science*. Vol. 3 No. 8, 2013.

<sup>30</sup> Ibid

The focus of this study is to understand the significance of parents in enhancing kids' English learning and accomplishment, as well as to determine whether the parents' role affects their children's learning achievement.<sup>31</sup> The findings of this investigation reveal that parents take a crucial role in their kids' academic, assuming various roles such as motivators, role models, facilitators, sources of knowledge, and coordinators.

The seventh is a previous study conducted by Jusni entitled "The Correlation between Parents' Support and the Students' Ability in Learning English Vocabulary at the Second Year Students of SMAN 3 Bantaeng". This study focuses on finding the correlation between parents' support and the students' ability in learning English vocabulary, also to describe the correlation between parents' support and the students' ability in learning English vocabulary. This study used quantitative research with correlational study design.<sup>32</sup> The study's findings showed no correlation between second-year SMAN 3 Bantaeng students' competence in learning English and their parents' level of support.

The eighth similar study was carried out by Hafiz Muhammad with the aim of examining the impact of parental participation on their children's academic progress. The participants of this research are 150 students of 9th class of secondary schools. This study used a quantitative research method.<sup>33</sup> As a result of this research, the quantity of parents' involvement in their children's learning achievement and the level of academic accomplishment of children showed a substantial correlation with one another. Epstein's paradigm of six categories of

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<sup>31</sup> Ibid

<sup>32</sup> Jusni, "The Correlation between Parents' Support and the Students' Ability in Learning English Vocabulary at the Second Year Students of SMAN 3 Bantaeng" (Makassar: Universitas Islam Negeri Alauddin Makassar, 2017)

<sup>33</sup> Ibid

parental involvement towards their children's academic performance has been proven to be accurate.

From the previous studies mentioned above, plenty of study has been conducted on the impact of parental involvement on the academic performance of students in the subject of English. Nonetheless, there exists a limited number of studies that have explored the relationship between the parenting styles and the potential correlation with the students' English academic performance. Researchers found one study concerning parenting style and how it correlates with students' achievement, but the study is for social subjects not in English. Therefore, researchers should concentrate on this topic since it's crucial to understand the different parenting styles adopted by students' parents and explore how parenting style and students' English proficiency are correlated.

## **CHAPTER III RESEARCH METHOD**

This chapter provides a detailed explanation of the research procedures to investigate the type of parenting style and the correlation between parenting style and students' English achievement.

### **A. Research Design**

This current study used quantitative research to identify the types of parenting style and to investigate correlation between parenting style and students' English achievement. Andre Queiros and friends stated that the quantitative methodology seeks to obtain accurate and reliable measurements that allow a statistical analysis.<sup>34</sup> This research used quantitative methods to measure parenting style variables and students' English achievement variables which are operationalized using instruments. Therefore, this study presented the data in number and score as this study is quantitative research and analyzed by SPSS. The research design used in this study is correlational. Correlational research design aims to determine whether two or more variables are related and, if so, to discover the nature of the relationship.<sup>35</sup> The correlational research design has two variables namely the independent variable and the dependent variable. The present study designates parenting style as the independent variable, while the dependent variable is the English academic achievement of students.

### **B. Setting and Participants of The Research**

The current study is being conducted at SMP Negeri 12 Gresik, which is positioned at 138 Jl. Raya Wringinanom, Gresik. This school has a good record proven by being

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<sup>34</sup> Andre Queirós, Daniel F., & Fernando A., "*Strengths and limitations of qualitative and quantitative research methods.* (European journal of education studies, 2017)

<sup>35</sup> J. Bloomfield and Murray J. Fisher. "*Quantitative Research Design.*" (Journal of the Australasian Rehabilitation Nurses Association, 22(2), 27-30, 2019)

chosen as one of the junior high schools in Gresik to try out the independent curriculum. Focus of this study are 7<sup>th</sup> grade students and student's parents of 7<sup>th</sup> grade in SMP Negeri 12 Gresik. Researcher involving the 7<sup>th</sup> grade students because the background of this study came from a problem that happened when researcher taught 7<sup>th</sup> grade especially 7A, 7B, and 7C while teaching practice program. The time allocation for conducting this research is from 25<sup>th</sup> – 26<sup>th</sup> January 2023. This study took samples based on Arikunto's statement in his research procedure book, "If the objects are less than 100, it is better to take all of them, so that the research is a population research. And if the object is more than a hundred can be taken between 10-15% and 20-25% or more"<sup>36</sup>. According to the statement above, the researcher took a sample of 20% from the population using a random sampling. The method of simple random sampling is utilized in cases where the population under study exhibits a high degree of homogeneity. This approach involves the random selection of individuals from the population to participate in the research study.<sup>37</sup> The sample in this study was sixty 7<sup>th</sup> grade students and sixty students' parents at UPT SMPN 12 Gresik.

### **C. Data and Source of Data**

This study utilized data pertaining to the parenting styles used by the parents of the students. Responses to a questionnaire from students and students' parents were used to figure out the first research question. The parent's questionnaire is about the parenting style that they applied to their children and the students questionnaire is about parenting style that is used by their parents in supporting their learning achievement. Ary states "in survey research, questionnaires are widely used as a source of data".<sup>38</sup> Questionnaires are

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<sup>36</sup> Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*" (Jakarta: Rineka Cipta, 2013), 134

<sup>37</sup> Pooja Bhardwaj. "Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*". Department of Cardiology. Vol. 5 No. 3, 2019

<sup>38</sup> Donal Ary, et al., *Introduction to Research in Education* (Australia: WadsWorth, 2002), 22

widely used and help researchers obtain survey data. In addition, collecting data to answer the second research question, researchers used documentation on the students' English scores through English teachers and report data. Researchers made a table consisting of two columns : students' names and their English score. Documentation is used to collect and analyze written data. In this study, documentation which use by researcher to get information and data about student's name which use as a subject of student's score in English subject, and for take photo as a prove of the research. Student's score in the English subject is a source of data to answer the research question number two.

#### **D. Data Collection Techniques**

The data collection technique in this study is a questionnaire and documentation of student values. A questionnaire is a collection of data using a series of written statements submitted to obtain written answers from respondents selected as samples. In this study, statements are submitted to students and students' parents about student parenting styles and students' English achievements. A questionnaire is given to determine the correlation between parenting style and students' English achievement. The second data collection technique is the documentation of students' English scores. The researchers evaluated the first daily test of class 7 A, B, and C students through the relevant English teacher. The value used is the original value without any additions.

#### **E. Research Instrument**

To answer the research problem, this study used two research instruments, which are questionnaire and student's score.

##### **1. Questionnaire**

Researchers collect the data of parenting style by using questionnaires. A questionnaire is a set of questions given by the researcher to participants who are

willing to respond.<sup>39</sup> The questionnaire used for the analysis is adapted from Baumrind theory consisting of three aspects of parenting styles (democratic, authoritarian, and permissive parenting style).<sup>40</sup> In this study, A closed-ended question was utilised in the questionnaire, made in the form of a checklist which contains 25 items. The questionnaire is adopted from Yohana.<sup>41</sup> To gain the information and to measure the agreement from the students' and the students' parents, researcher use Likert scale. The Likert scale is a tool used to measure an individual's or group's attitudes, views, and perceptions towards social phenomena.<sup>42</sup> The researcher will give the questionnaire to students and parents of students. In this study the answers to each instrument item were gradation from very positive to very negative and had a score interval of 1-4. For answers that support the questionnaire statements are given the highest score and for answers that do not support given the lowest score. The following table displays the results of the scoring:

**Table 3.1 The Questionnaire Item Scoring**

No.	Alternative Answer	Item Score (-)	Item Score (+)
1.	Always	1	4
2.	Sometimes	2	3
3.	Rarely	3	2
4.	Never	4	1

## 2. Students Score

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<sup>39</sup> Riduan, “*Dasar-dasar Statistika*”(Bandung: Alfabeta, 2008), 52.

<sup>40</sup> Purwa A.P., “*Psikologi Pendidikan Dalam Perspektif Baru*” (Yogyakarta: Ar-Ruzz Media, 2016)

<sup>41</sup> Yohana Evika Dinarwati., “*Hubungan Pola Asuh Orang Tua dan Motivasi Belajar dengan Hasil Belajar IPS Siswa Kelas IV SD Negeri Gugus Dewi Sartika Kecamatan Semarang Selatan*”. (Semarang: Universitas Negeri Semarang, 2020)

<sup>42</sup> Ibid

The student's score is the second instrument in this study to measure the student's academic achievement in an English subject. Academic achievement is a measurement of the performance outcomes of the students that reflects how well they met aims that were the focus of their actions in instructional settings, particularly in school. The results of learning English in this study focused on the cognitive domain by using the English first daily test of 7<sup>th</sup> grade student's in the odd semester UPT SMPN 12 Gresik. The scores will be obtained from teachers who teach students English lessons.

#### **F. Data Analysis Technique**

After gathering the data, it is analysed using the Pearson product moment correlation. There are 2 data in this study, namely data about parenting style and data about students' English achievement. The types of the data are ordinal data which are converted into interval data so that the data can be analyzed using parametric statistics. Parametric statistics are based on assumptions about the distribution of population from which the sample was taken. Nonparametric statistics are not based on assumptions, that is, the data can be collected from a sample that does not follow a specific distribution. After the two variables have been transformed into interval data, the data are processed utilizing Pearson product moments technique to figure out the correlation among parenting style and students' English achievement. The formula of Pearson product moment:

$$r = \frac{RN \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

#### **Description :**

r : indeks number

N : Total respondent



$\sum XY$  : Multiplication results between X and Y scores

$\sum X$  : Total of all X scores

$\sum Y$  : Total of all Y scores

## CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter explains the result of findings in this research about the data collection process about the types of parenting style used by student's parents and whether there is correlation between parenting style and the students' English achievement at UPT SMPN 12 Gresik. The analysis of the research's data is described in the result, and its interpretation and relationship to earlier hypotheses are presented in the discussion.

### A. Findings

The present investigation employs correlational analysis to investigate the parenting style utilized by parents and to determine whether a correlation exists between parenting style and their children's English language proficiency. This research was conducted at UPT SMPN 12 Gresik which was held on 25<sup>th</sup> – 26<sup>th</sup> January 2023. There were 60 students of 7<sup>th</sup> grade at UPT SMPN 12 Gresik and 60 student parents involved in this study. Following are specifics regarding the number of samples in each class:

**Table 4.1** Research Sample

No.	Classes	The Number of Students and Student Parents
1.	7A	21
2.	7B	21
3.	7C	18
<b>Total</b>		60

The investigator employed a survey instrument to gather information pertaining to the variable of parenting style, while the first daily assessment scores in the odd semester were used to collect data on the students' English achievement variable. This study administer questionnaire to 60 students and 60 student parents. Each statement in this questionnaire is categorized into two categories: favorable and unfavorable. The answer “always” has 4

points for a positive statement, 3 points for “sometimes” statement, 2 points for “rarely” statement, and 1 point for “never” statement. And the score for a negative statement is the opposite of that. Data were analyzed using bivariate correlation after done the normality test as an internal prerequisite using parametric statistics and linearity tests. Research data from each variable is also described to figure out the degree of parenting style and the results of students' English achievement for 7<sup>th</sup> grade students of UPT SMPN 12 Gresik.

## **1. Types of Parenting Style Used by Student’s Parents**

In this research, data description which will be presented includes an analysis of the description of parenting patterns and an analysis of the description of the students' English achievement.

### **1) Descriptive of Parenting Style Variable**

Data on parenting style variables were obtained from the results of a questionnaire consisting of 25 questions, 11 positive questions and 14 negative questions that have been tested for validity and reliability. Respondents to the student version of the parenting style variable questionnaire were 7<sup>th</sup> grade students of UPT SMPN 12 Gresik as many as 60 students.

Results of 60 respondents (students) were analyzed to determine the mean value and standard deviation for each parenting style item (Division of items by type of parenting style display in the Table 3.3). With the help of SPSS, the data is processed using descriptive statistical tests. The highest mean value is then determined by comparing the mean values of the democratic, permissive, and authoritarian parenting styles. The result of the analysis of statistical data on the variable parenting style of students' version is displayed in the table below:

**Table 4.2** Descriptive Statistic Parenting Style Variable Students' Version

Aspect	Types of Parenting Style	N	Mean	Std. Deviation
Parenting Style (Students' Version)	Democratic	60	33.03	3.339
	Permissive	60	21.85	3.502
	Authoritarian	60	17.00	1.859

Based on the descriptive statistics table for parenting style based on students' versions in English class VII UPT SMPN 12 Gresik, it can be seen that democratic parenting has a mean of 33.03 and a standard deviation of 3.339. permissive parenting style has a mean of 21.85 and a standard deviation of 3.502. The authoritarian parenting style has a mean of 17.00 and a standard deviation of 1.859.

From Table 4.2, the democratic parenting style has the highest mean value compared to the other two parenting styles, permissive and authoritarian parenting style. According to the student's interpretation, it might be said that, the tendency of parents to apply democratic parenting in raising and educating them. Democratic parenting is a parenting style with parents that gives children freedom in determining behavior, but parents still provide guidance and direction so that children are trained to be responsible and disciplined.

Democratic parenting style in parenting style questionnaire in the version of the students consisted of 10 statements (numbers 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25) that describe democratic parenting style (see data of respondents in Appendix 3). The results of the data from the students' questionnaire were then processed to see the mean value and standard deviation to compare the level of contribution in democratic parenting style. The table displays below is the outcomes of the calculations made using SPSS.

**Table 4.3** Mean and Standard Deviation of Democratic Parenting Style Questionnaire (Students' Version)

Descriptive Statistics			
	N	Mean	Std. Deviation
Item16	60	3.35	.799
Item17	60	3.73	.660
Item18	60	3.43	.810
Item19	60	3.62	.715
Item20	60	3.77	.593
Item21	60	3.75	.654
Item22	60	3.17	.886
Item23	60	3.62	.640
Item24	60	2.30	1.046
Item25	60	2.30	1.094
Valid N (listwise)	60		

To find out the value of parenting style from the results of the questionnaire, the researcher used the following classification, which is divided into four classifications as follows:

**Table 4.4** The Classification Parenting Style Score

Interval	Level
1.00-1.79	Very Low
1.80-2.59	Low
2.60-3.39	Moderate
3.40-4.19	High
4.20-5.00	Very High

(Pimentel, 2010)<sup>43</sup>

Based on the table 4.3 show if the item which is has score higher than the other items is statement 20. The meaning is when the score higher it means the

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<sup>43</sup> Pimentel, J. L. (2010). *A note on the usage of Likert Scaling for research data analysis*. *USM R&D Journal*, 18(2), 109-112.

democratic parenting style that the parents applied to the children also high. It can prove with the statement of the number 20 which is said "My parents provide for my needs". The needs referred to in this statement are the needs of children, especially in terms of education. This statement include in the characteristics of democratic parenting style.

The statements that have the lowest mean value are statements 24 and 25. Both statements have the same mean value, namely 2.30. Which means that the two statements have a low level of participation to represent a democratic parenting style. Statements 24 and 25 are statements that describe one of the characteristics of democratic parenting, namely that "parents do not apply strict rules". Statement 24 is a positive statement that says, "My parents asked me to negotiate to determine the rules at home", while statement number 25 is a negative statement that says. "My parents require me to following the rules at home". It can be concluded that, according to students, the characteristics of democratic parenting style that they feel the most are the fulfillment of their needs, especially in terms of good education. And the characteristics of democratic parenting style that are not much contributing to students are involving children in negotiating to determine house rules and the obligation to follow existing rules at home.

In this study, questionnaire was also given to the parents of grade 7 students at UPT SMPN 12 Gresik totaling 60 respondents. The questionnaire contains 25 statement items (12 positive statements and 13 negative statements) which have been tested for validity and reliability. Respondents have 4 alternative answers to choose each statement. The outcome of the

analysis of parenting style of parents' version variable are presented in the following table:

**Table 4.5** Descriptive Statistic Parenting Style Variable Parents' Version

Aspect	Types of Parenting Style	N	Mean	Std. Deviation
Parenting Style (Parents' Version)	Democratic	60	30.58	2.257
	Permissive	60	16.97	3.020
	Authoritarian	60	19.38	2.034

From table 4.5, it can be seen that democratic parenting style has the highest mean value, followed by permissive parenting style and the parenting style that has the lowest mean, namely permissive parenting style. It can be interpreted that, according to the parents' version, the tendency of parents to apply democratic parenting in raising and educating them.

The indicators of democratic parenting style (parents' version) in this study consisted of 9 statements (numbers 17, 18, 19, 20, 21, 22, 23, 24, and 25). Results of the parents' version of the parenting style questionnaire were processed to see the mean value and standard deviation to compare the level of contribution in democratic parenting style. The following table displays the outcomes of the calculations made using SPSS.

**Table 4.6** Mean and Standard Deviation of Democratic Parenting Style Questionnaire (Parents' Version)

	N	Mean	Std. Deviation
Item17	60	3.68	.596
Item18	60	3.65	.606
Item19	60	3.53	.650
Item20	60	3.85	.444
Item21	60	3.95	.387
Item22	60	3.57	.831
Item23	60	3.72	.555
Item24	60	2.97	.974
Item25	60	1.67	.914
Valid N (listwise)	60		

Based on the table 4.6 show if the item which is has score higher than the other items is statement 21. The meaning is when the score higher it means the democratic parenting style that the parents applied to the children also high. It can prove with the statement of the number 21 which is negative statement, the statement says, "I am not responsible for the needs of my child.". The needs referred to in this statement are the needs of children, especially in terms of education. In this statement, majority of parents answer "Never". Which means that the parents of class VII students at UPT SMPN 12 Gresik are able to be responsible for meeting their children's educational needs. Parents of students have awareness of the importance of education for children and make efforts to explore the potential that children have to learn optimally by meeting their needs.

The statements that have the lowest mean value is statement number 25. Statement 25 is negative statement which have mean 1.67. Statements 25 describes one of the characteristics of democratic parenting, namely that "Parents do not adhere to stringent regulations", which is says "My child has



to follow the rules at home". Based on parent's answer, majority they answer "Always", which means that many parents tell children to always comply with house rules, while the characteristics of democratic parenting style are not only ask children to obey but also balancing them with attention to the child's circumstances and needs.

It can be concluded that, based on pare, the characteristics of democratic parenting style that they feel the most are the fulfillment of their needs, especially in terms of good education. And the characteristics of democratic parenting style that are not much contributing to students are involving children in negotiating to determine house rules and the obligation to follow existing rules at home.

From the elaboration of the results of the parenting style questionnaire above, the analysis indicates that both the student and parental versions show a tendencies towards democratic parenting. Of the various items on democratic parenting, both versions also have high scores on the same indicators, namely standards and expectations of children's needs. The statement on the child version of the questionnaire is positive, namely "My parents provide for my needs", and the sentence on the parental questionnaire is negative, which reads "I am not responsible for the needs of my child". This is a match between what the child feels and what the parents have given to the child.

## **2) The Result of Students' English Achievement**

Data of students' English achievement variables were obtained from first daily assessment scores for English subjects in grade 7 UPT SMPN 12 Gresik, totaling 60 students as the research sample.

English achievement variable data obtained mean (average) = 75.93; median (middle value) = 80; mode = 100; standard deviation = 20.670; and variance = 427.250; with the maximum score = 100 and the minimum score = 40. The data is displayed in a table as presented below.

**Table 4.14** Statistic Distribution of Students' English Achievement Variable

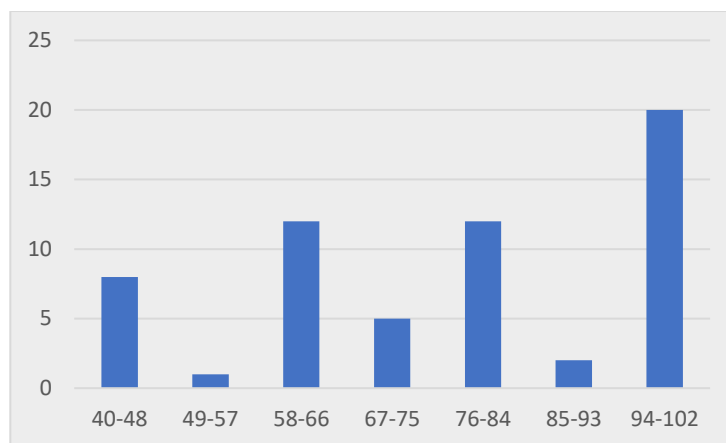
Mean	Median	Modus	Standard Deviation	Variance	Maximum	Minimum
75.93	80	100	20.670	427.250	100	40

Data of students' English achievement are presented in the form of frequency distribution below:

**Table 4.15** Frequency Distribution Students' English Achievement Variable

No	Interval	Frequency	Percentage
1	40-48	8	13%
2	49-57	1	2%
3	58-66	12	20%
4	67-75	5	8%
5	76-84	12	20%
6	85-93	2	2%
7	94-102	20	33%
<b>Total</b>		<b>60</b>	<b>100%</b>

The bar chart below displays a frequency distribution table of English achievement data for students.



**Diagram 4.5** Frequency Distribution of Students' English Achievement

The English achievement variables of students have been categorised into four distinct groups, namely excellent, proficient, adequate, and limited. The following results related to the computation of the classification of English achievement among seventh-grade students at UPT SMPN 12 Gresik.

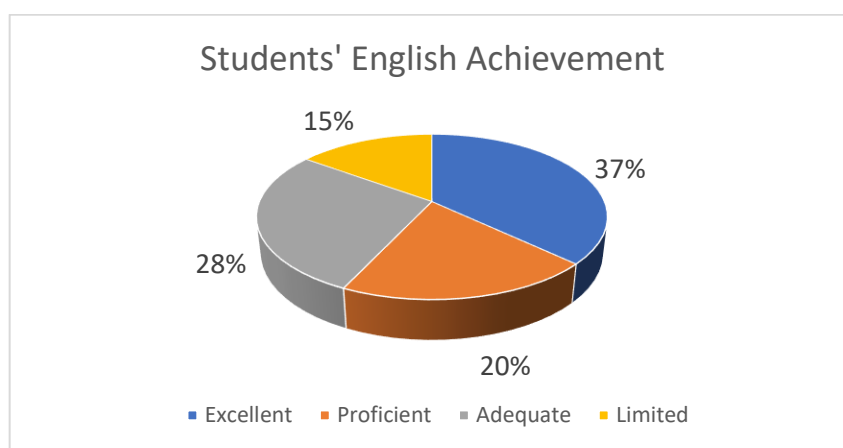
**Table 4.16** Score Categories Students' English Achievement Variable

No	Interval	Category	Frequency	Percentage	Average
1	100-86	Excellent	22	37%	<b>76 (Proficient)</b>
2	85-71	Proficient	12	20%	
3	70-56	Adequate	17	28%	
4	≤55	Limited	9	15%	
<b>Total</b>			<b>60</b>	<b>100%</b>	

Table 4.16 shows that the results for students' English achievement in grade 7 UPT SMPN 12 Gresik students are in the excellent category, with 37% consisting of 22 students, which means that in learning activities students master the material well in English subjects as measured from the cognitive domain. Then, in the proficient category, there are 12 students with a percentage of 20%, which means they can master English material well. In the adequate category,

there are 17 students with a percentage of 28%, which can be said to indicate they are sufficiently proficient in English material from a cognitive point of view. In the limited category, there are 9 students with a percentage of 15%, which means students are less able to master English from the cognitive domain.

In the following, the distribution of the results of students' English achievement is made in the form of a diagram.



**Diagram 4.6** Variable Categories Students' English Achievement

From diagram 4.6 and table 4.16, one may infer that the students academic performance in the subject of English on odd midterm exam scores were in the excellent category with 22 students (37%), which means that 22 students were able to master English material.

### 3) Prerequisite Test Results

A prerequisite analysis test is to discover whether it is feasible or not a group of research data to be analyzed using techniques from statistics. Test requirement analysis used in this study is the normality test and the linearity test.

#### 1) Result of Normality Test

The normality test used to determine whether the data under consideration conforms to a normal distribution in the context of research.<sup>44</sup> If the data is not normal, then parametric statistics cannot be used for analysis. In the normality test there are 3 approaches that can be used, namely Exact P-Values, Monte Carlo P-Values, and Asymptotic P-Values. Exact P-Values should ideally be used correctly all the time to minimize data abnormalities.<sup>45</sup> The asymptotic approach is the default method used by IBM SPSS for calculating p-values. The asymptotic method involves the estimation of the p-value under the assumption that the sample size is sufficiently large. However, in cases where the sample size is limited, the data exhibits an imbalanced and uneven distribution, the utilisation of the asymptotic approach may produce outcomes that are deemed unreliable or imprecise. In this case, the solution is to use the exact P-Values approach. The normality test is carried out by entering the data results of the parenting style questionnaire (student version) and student English score on the SPSS data view page, then processing the data using the non-parametric Kolmogorov-Smirnov test. The results of the analysis regarding the normality test carried out, as for the Test of Normality on the One-Sample Kolmogorov-Smirnov Test using Exact P-Values are presented in the subsequent table:

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<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2015)

<sup>45</sup> Mehta, C. R., & Patel, N. R., *IBM SPSS exact tests*, (Armonk, NY: IBM Corporation, 2011)

**Table 4.17** Results of Normality Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	20.67001870
	Most Extreme Differences	
	Absolute	.144
	Positive	.129
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.003 <sup>c</sup>
Exact Sig. (2-tailed)		.148
Point Probability		.000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on 4.17, it can be seen that the significance of the variable (exact Sig. 2-tailed) is 0.148. Thus, it can be concluded that the data is normally distributed because the significance is more than 0.05 ( $0.148 > 0.05$ ) and meets the analysis requirements test (normality test).

## 2) Linearity Test Result

The linearity test aims to determine whether two variables have a linear relationship or not.<sup>46</sup> The linearity test is used as a prerequisite in the Pearson Product Moment Correlation Analysis test, also known as linear regression. This test uses the IBM SPSS Statistics program's Test for Linearity. This test is carried out by entering the results of the student's questionnaire and student English score on the SPSS data view page, then processing the data by selecting analyze, selecting compare means, and then selecting means. The

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<sup>46</sup> Winarsunu, *Statistik dalam Penelitian Psikologi dan Pendidikan*, (Malang: UMM Press).

results of the data linearity test based on the ANOVA table can be seen in the following table:

**Table 4.18** Linearity test parenting style and students' English achievement

			Sum of Squares	df	Mean Square	F	Sig.
English Achievement * Parenting Style	Between Groups	(Combined) Linearity	7201.949	17	423.644	.988	.489
		Deviation from Linearity	.003	1	.003	.000	.998
			7201.947	16	450.122	1.050	.429
Within Groups			18005.784	42	428.709		
Total			25207.733	59			

From table 4.18, it is known that the significance result is 0.42, so it can be concluded that parenting style (X) and English learning outcomes (Y) have a linear relationship because the significance value is  $0.42 > 0.05$ .

## 2. Correlation Between Parenting Style and Students' English Achievement

A correlation test is used to test whether there is a relationship between the variable parenting style (X) and students' English achievement (Y). Correlation test in this study using the Product Moment Correlation program, with the help of the IBM SPSS Statistics 25 program.

**Table 4.19** Correlation test parenting style and students' English achievement

		Correlations	
		Parenting Style	Students' English Achievement
Parenting Style	Pearson Correlation	1	.000
	Sig. (2-tailed)		.998
	N	60	60
Students' English Achievement	Pearson Correlation	.000	1
	Sig. (2-tailed)	.998	
	N	60	60

Correlation test of parenting style and students' English achievement, test the acceptance of the hypothesis proposed as follows.

Ha (Alternative Hypothesis): There is correlation between parenting style and student's English achievement, and the degree of student's English achievement is completely reliant on parenting style.

Based on table 4.19, it is known that the results of correlation test of parenting style variable and students' English achievement is 0.998. Those results show a positive number, the value of the correlation coefficient ( $r$ ) in the study included in the perfect category based on guidelines for interpretation of the coefficients correlation, which is in the range 0.81 – 1. Based on the results of these calculations, it can be concluded that Ha is accepted, there is a positive and significant correlation between parenting style and the students' English achievement for grade 7 UPT SMPN 12 Gresik.

## **B. Discussion**

The findings of the data were elaborated upon by the researcher in this section in order to provide a comprehensive explanation. It is from the parenting style questionnaire and the students' English achievement . To answer the research question of what parenting styles use by parents, researcher proceed with the results of the questionnaire and compare the mean value. And to answer the correlation between parenting style and students' English achievement in 7th grade students in UPT SMPN 12 Gresik, the Pearson Product Moment correlation was utilised by the researcher to analyse the data, with the assistance of SPSS, whether the data has a significant correlation or not.

### **1. What parenting style used by parents**

The findings of this study indicated that parents use three different parenting styles: democratic parenting style, permissive parenting style, and authoritarian parenting style.



The results of the study showed that of the three parenting styles commonly applied by parents, the democratic parenting style is the most widely used by parents and has an influence on the English achievement of 7th grade students in UPT SMPN 12 Gresik. This is in line with the findings of student questionnaires, which demonstrate that students believe that their parents likely to use democratic parenting style. According to Baumrind, democratic parenting is the parenting style that is most commonly used in Europe and America.<sup>47</sup> The phenomenon of globalization and the perception of Western superiority have contributed to the widespread acceptance of authoritative parenting as the optimal approach to child-rearing. This parenting style is believed to have universal applicability and can effectively promote children's development and academic success.

The results of the study of Sri Widyastuti, Rintis Rizkia Pangestika, and Nur Ngazizah with the title "Pola Asuh Orang Tua Terhadap Motivasi Belajar Peserta Didik Pada Masa Pandemi COVID-19" stated that the democratic parenting style is the parenting style that is most widely used by parents.<sup>48</sup> There are two patterns of care applied in this study: democratic parenting style and permissive parenting style. There is a small difference with this study, which uses three types of parenting styles. However, from the results of the research, there is a similarity: the democratic parenting style has the greatest value among other parenting styles. The democratic parenting style had a presentation of 86.67%, and the permissive parenting style had a presentation of 13.33%. The results of this study support this research, which also states that democratic parenting is the most widely applied by parents.

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<sup>47</sup> Febiyanti, A., & Rachmawati, Y. (2021, March). *Is authoritative parenting the best parenting style?*. In *5th International Conference on Early Childhood Education (ICECE 2020)* (pp. 94-99). Atlantis Press.

<sup>48</sup> Widyastuti, S., Pangestika, R. R. ., & Ngazizah, N. . (2022). *Pola Asuh Orang Tua Terhadap Motivasi Belajar Peserta Didik Pada Masa Pandemi Covid-19*. *Jurnal Educatio FKIP UNMA*, 8(1), 70–76.

In general, parents who set high but realistic and consistent expectations for their children's behavior, communicate effectively with them, show warmth and responsiveness to their needs, and use reason rather than force to influence their behavior likely to see their children grow in competence and self-confidence. It has been said that this type of parenting is authoritative or democratic.<sup>49</sup> Parents that use this parenting style are encouraging and show an interest in their children's activities without being intrusive, and they let their kids make smart mistakes. This has a positive impact on the child's development and personality, so that they in their academic terms will be driven to provide satisfactory learning outcomes.

Unlike the democratic parenting style, parents who use an authoritarian parenting style are low in support and high in demands. Parents with this parenting style expect and demand the obedience of the child because they are "authorized," and they do not give any explanation for their orders.<sup>50</sup> Thus, children raised in an environment that uses authoritarian parenting style are more likely to be obedient and skilled but score lower in happiness, social competence, and self-esteem. The impact of this parenting style on children is that they will feel depressed, fearful, and easily stressed during learning. This uncomfortable situation will limit learning outcomes because children can't be calm and concentrated while learning.

Democratic and authoritarian parenting styles have a different impact on children than permissive parenting styles. The findings established by Syamsu Yusuf, Children with this pattern of caring will tend to be aggressive, bossy, have less self-control, be less

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<sup>49</sup> Febiyanti, A., & Rachmawati, (2021, March). Is authoritative parenting the best parenting style?. In *5th International Conference on Early Childhood Education (ICECE 2020)* (pp. 94-99). Atlantis Press.

<sup>50</sup> Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. M. Lerner, & A. C. Petersen (Eds.), *The encyclopedia on adolescence* (pp. 746-758). New York: Garland Publishing

independent, and be less performance-oriented.<sup>51</sup> This is due to the fact that parents with this parenting style are very obsessive about the child and do not give them any boundaries, so the child does not engage in self-control and likes to clutter. So, when they learn, they are not disciplined and not genuine, which affects their low learning performance.

The democratic parenting style in the questionnaire is also broken down into several items that describe the characteristics of the parenting style. Of the 5 characteristics of democratic parenting, the characteristic of fulfilling children's needs is the highest chosen by students and parents. Parents claim that they fulfill their children's educational needs well. Likewise with students, their answers about the characteristics of democratic parenting also have a match with the parents' answers. Students feel their parents have tried to always meet their educational needs properly. According to Emi's previous investigations, it was suggested that in order to create a conducive learning environment for children, it is imperative to provide adequate facilities.<sup>52</sup> It is imperative for parents to be aware of their children's learning modalities in order to effectively facilitate their educational needs.

## **2. The Correlation Between Parenting Style and Students' English Achievement**

Testing the hypothesis in this study using the product correlation test moment to find out the relationship between parenting style and students' English learning outcomes. Requirements that must be met before the correlation test namely the data distribution must be normal (normality test), the relationship between the independent variables and

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<sup>51</sup> Syamsu Yusuf, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakayra, 2010), Cet 11, H. 51.

<sup>52</sup> Emi, "*The Influence Of Parents' Role Toward The Students Achievement In Learning English*". (Makassar: University of Makassar, 2019)

the dependent variable is linear (linearity test), and there is no significant relationship high between the two independent variables (multicollinearity test) for all data were analyzed using the help of the IBM SPSS Statistics 25 program.

Basically parenting can be interpreted as a whole way of treating people parents applied to children. According to many experts, parenting plays a crucial role in training kids to be productive contributors to society. It can be seen that parenting takes the form of a the process of interaction between parents and children.<sup>53</sup> Parenting style is an overall interaction between parents with children, where parents intend to stimulate their children by changing behavior, knowledge and values that are considered most appropriate by parents, so that children can be independent, grow and develop healthy and optimal.

From the results above, the value of  $r$  (Pearson Correlation) 0.998, This implies the existence of a positive correlation between parenting style and the results of learning English at UPT SMPN 12 Gresik. So, it can be concluded that the result of testing this hypothesis is that the alternative hypothesis has been deemed acceptable, whereas the null hypothesis has been rejected.. Then if the results of the above calculations are interpreted, it can be concluded that the relationship between parenting parents with the results of learning English for grade 7 students at SMPN 12 Gresik are in the very strong category, amounting to 0.998, which is in the range 0.80 - 1000.

The result of this finding stated that if  $H_0$  was rejected. It has the same result as the previous studies by Yohana entitled "Hubungan Pola Asuh Orang Tua dan Motivasi Belajar Dengan Hasil Belajar IPS Siswa Kelas IV SDN Gugus Dewi Sartika Kecamatan Semarang Selatan".<sup>54</sup> In these previous studies, the findings of a simple correlation

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<sup>53</sup> Wiwit Wahyuning, *Mengkomunikasikan Moral Kepada Anak*, Jakarta:PT Elex Media Komputindo, 2003, h. 126

<sup>54</sup> Yohana Evika Dinarwati., *"Hubungan Pola Asuh Orang Tua dan Motivasi Belajar dengan Hasil Belajar IPS Siswa Kelas IV SD Negeri Gugus Dewi Sartika Kecamatan Semarang Selatan"*. (Semarang: Universitas Negeri Semarang, 2020)

analysis indicated a significant association between a student's social score variable and a variable representing parenting style, with a coefficient of 0.602, which means there is a positive and significant relationship between the parenting style and the results of students' social scores in class IV SDN Gugus Dewi Sartika Kecamatan Semarang Selatan.

The second studies that support this research were conducted by Nurhasanah in the title “Hubungan Pola Asuh Orang Tua Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di Sekolah Menengah Pertama Negeri 1 Bangkinang Kabupaten Kampar”.<sup>55</sup> The same factor in this study is H<sub>0</sub> rejected and H<sub>a</sub> accepted. That means that parenting style has a positive correlation with student learning motivation. This is shown by a correlation coefficient number of 0.444, which is in the strong category.

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<sup>55</sup> Nurhasanah, “*Hubungan Pola Asuh Orang Tua Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama Negeri 1 Bangkinang Kabupaten Kampar*”. (Pekanbaru: UIN Sunan Syarif Kasim Riau, 2012)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The following section provides a condensed overview of the study. To enhance the clarity of the research, the chapter was split into two distinct sections, namely conclusion and suggestion. The purpose of the conclusion was to succinctly summarize the key findings and main points of the research. The earlier paragraphs presented the data, findings, and discourse of the research. The goal of the proposal was to share the researcher's findings and encourage readers and future researchers to delve deeper into the literature on the importance of unrestricted acknowledgment.

#### **A. Conclusion**

This part explains the parenting style used by student parents in 7<sup>th</sup> grade at UPT SMPN 12 Gresik. Based on the results of data calculations from the parenting style questionnaire, both in the student and parent versions, the parenting style that has the highest score is democratic parenting. The democratic parenting style described in the questionnaire is also broken down into several items that describe the characteristics of the parenting style. Of the five characteristics of democratic parenting, fulfilling children's needs is the one most often chosen by students and parents. Parents claim that they fulfill their children's educational needs well, as evidenced by a high mean value. Likewise, the students' answers about the characteristics of democratic parenting also match the parents' answers. Students feel their parents try to always meet their educational needs properly. It can be concluded that democratic parenting is the type most widely applied by parents of 7th grade students compared to authoritarian and permissive parenting styles.

Relating to the second research question, the correlation between parenting style and students' English learning outcomes at UPT SMPN 12 Gresik is "perfect", with a correlation coefficient of 0.998. Based on these results, it means that the alternative hypothesis is

accepted and the null hypothesis is rejected, meaning that parenting style has a relationship with students' English learning outcomes.

## **B. Suggestion**

Based on the results of the research that has been done, there are several suggestions that researchers can convey to:

1. For the parents, it is expected to always give a parenting style and motivation to their children so that they will have high spirit for their English achievement.
2. For the teacher, it is suggested that this research can be used as an internal source to cooperate with parents at home in implementing a good and consistent parenting style to care more about student learning activities at home and give encouragement to children to have enthusiasm for learning in order to improve student learning achievement, not only in English lessons but also in other subjects.
3. For future researchers who will conduct similar research, this research can be used as an illustration or reference in conducting the same research or in new research, it is suggested to further explore other factors that can influence the students English achievement.

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## APPENDIXES

### Appendix 1

#### ANGKET POLA ASUH ORANG TUA (ORANG TUA)

Nama Orang Tua : .....

Nama Siswa : .....

Kelas : .....

#### Petunjuk Pengisian Angket

1. Isilah data identitas yang sudah disediakan
2. Bacalah setiap pernyataan dengan baik
3. Berilah tanda *check* (√) pada alternatif jawaban yang dianggap paling sesuai
4. Seluruh pernyataan pada angket harus dijawab dan tidak boleh diisi lebih dari 1 jawaban
5. Keterangan pilihan jawaban:

S = Selalu

KK = Kadang-Kadang

SR = Sering

TP = Tidak Pernah

#### Daftar Pernyataan

No.	Pernyataan	Pilihan Jawaban			
		S	SR	KK	TP
1.	Saya memaksa anak untuk belajar setiap hari				
2.	Saya membiarkan anak mengerjakan PR sendiri				
3.	Saya memukul anak jika mendapat nilai jelek disekolah				
4.	Saya acuh tak acuh jika nilai ulangan anak jelek				
5.	Peraturan yang saya buat tidak di diskusikan dengan anak				
6.	Saya mengambil keputusan sendiri tanpa mempertimbangkan pendapat anak				
7.	Saya mengatur jam belajar anak				
8.	Jam belajar anak saya ditentukan sesuai dengan keputusan bersama				
9.	Saya membiarkan anak bermain dengan siapapun				
10.	Saya membatasi jam menonton TV pada anak				

11.	Saya membantu anak mengerjakan PR				
12.	Saat anak mendapat nilai bagus saya enggan memberikan hadiah				
13.	Saya memberikan pujian pada saat anak saya mendapat nilai yang bagus di kelas				
14.	Saya acuh tak acuh pada perilaku anak saya di rumah				
15.	Saat belajar dirumah saya mengawasi perilaku anak				
16.	Saya menghukum anak ketika pulang terlambat				
17.	Saya menasihati anak ketika melanggar aturan di rumah				
18.	Saya menjelaskan terlebih dahulu, ketika melarang anak berbuat sesuatu				
19.	Saya membiarkan anak mengatasi kesulitannya sendiri				
20.	Saya mencukupi kebutuhan anak				
21.	Saya lepas tanggung jawab atas kebutuhan anak				
22.	Saya ada waktu untuk anak				
23.	Saya sibuk bekerja sehingga kurang memperhatikan anak				
24.	Saya mengajak berunding anak untuk menentukan peraturan dirumah				
25.	Anak saya harus mengikuti peraturan yang ada dirumah				

Mengetahui,  
Orang Tua

(.....)

## Appendix 2

### ANGKET POLA ASUH ORANG TUA (SISWA)

Nama : .....

Kelas : .....

#### Petunjuk Pengisian Angket

1. Isilah data identitas yang sudah disediakan
2. Bacalah setiap pernyataan dengan baik
3. Berilah tanda check (✓) pada alternatif jawaban yang dianggap paling sesuai
4. Seluruh pernyataan pada angket harus dijawab dan tidak boleh diisi lebih dari 1 jawaban
5. Keterangan pilihan jawaban:

S = Selalu

KK = Kadang-Kadang

SR = Sering

TP = Tidak Pernah

#### Daftar Pernyataan

No.	Pernyataan	Alternatif Jawaban			
		S	SR	KK	TP
1.	Orang tua memaksa saya untuk belajar setiap hari				
2.	Orang tua membiarkan saya mengerjakan PR Sendiri				
3.	Jika nilai ulangan jelek orang tua saya acuh tak acuh				
4.	Peraturan yang dibuat tidak di diskusikan dengan saya				
5.	Jam belajar saya diatur oleh orang tua				
6.	Jam belajar saya ditentukan sesuai dengan keputusan bersama orang tua				
7.	Orang tua membiarkan saya bermain dengan siapapun				
8.	Orang tua saya membatasi jam menonton TV				
9.	Saya menyelesaikan PR sendiri tanpa bantuan orang tua				
10	Orang tua saya membantu mengerjakan PR				

11.	Saat saya mendapat nilai bagus orang tua enggan memberikan hadiah				
12.	Saat saya mendapat nilai bagus orang tua memberikan pujian				
13.	Orang tua acuh tak acuh pada perilaku saya dirumah				
14.	Perilaku saya diawasi ketika belajar dirumah				
15.	Ketika pulang terlambat saya dihukum oleh orang tua				
16.	Ketika melanggar aturan dirumah saya dinasihati orang tua				
17.	Saya dibiarkan oleh orang tua ketika melanggar aturan dirumah				
18.	Orang tua menjelaskan terlebih dahulu, ketika melarang saya berbuat sesuatu				
19.	Saya dibiarkan menghadapi kesulitan sendiri				
20.	Orang tua mencukupi kebutuhan saya				
21.	Orang tua lepas tanggung jawab atas kebutuhan saya				
22.	Orang tua ada waktu untuk saya				
23.	Orang tua sibuk bekerja sehingga kurang memperhatikan saya				
24.	Orang tua saya mengajak berunding untuk menentukan peraturan dirumah				
25.	Orang tua saya mengharuskan untuk mengikuti peraturan yang ada dirumah				







## Appendix 5

### Student's English Score

NO	NAMA SISWA	Nilai
1	Aditya Putra Mandala	94
2	Afrida Nadya Alsafa	100
3	Akhmad Rafi D.	100
4	Amatullah Fillaili R.	100
5	Angelia Puspa D.W.	88
6	Aprilia Ayu Putri N.Z.	100
7	Aulia Ningtyas	94
8	Avril Ghaniyah Anjani	100
9	Calista Naya Shafah	100
10	Dea Murtiarahma	52
11	Dzakiy Tri Wahyu U.	94
12	Emi Trisnarningsih	100
13	Friska Citra C.	100
14	Kayla Zahira Putri	100
15	Khusnul Amel F.	100
16	Maghfiroh Maiza N.A.	100
17	Michella Adellia R.P.	82
18	M. Abdur Ro'uf	94
19	M. Ishak Afiq P.	100
20	Nurma Izza Aulia	100
21	Ziskva Aurellio P.	88
22	Adiecko	80
23	Adinda Citra	80
24	Aghniya S.M.	80
25	Annisatul R.	60
26	Arga Dinata R.M.	40
27	Aulia Ramadhani	60
28	Christine	60
29	Denanda W.	60
30	Dhava H.P.W.	40
31	Early E.R.A.	60
32	Giovano Bagus A.	40
33	Leilatus Sovia	80
34	Mashita A.A.	60
35	Maya Cintya A.	60
36	M. Febriyan D.S.	60
37	Niken Dwi Y.S.	60
38	Rahmadani I.R.	60
39	Rachmad Dwi O.	60
40	Salma Nur H.	40
41	Wafanuddin A.Z.	40
42	Fawnia Callista D.	60
43	Ach. Baihaqi	80
44	Chika Nia R.	70
45	Erinda Oli Viana	100
46	Gisella Putri	80
47	Hafidz Akbar M.	70
48	Hagai Praisetiawan	80
49	Ilham Bagus A.	40
50	Indy A.S.	100
51	M. Adzanizam Q.N.	70
52	M. Miftahul A.	80
53	M. Yoshi H.	100
54	Nadhira Adelia R.	70
55	Octavia Dwi Lestari	70
56	Pasya E.W.	80
57	Raffy A.P.	80
58	Rezki Tri Alvino	40
59	Ruzzel A.S.	40
60	Ulan Aina Rasyid	80

**Appendix 6**  
**Research Permission Letter**



PEMERINTAH KABUPATEN GRESIK  
 DINAS PENDIDIKAN  
**UPT SMP NEGERI 12 GRESIK**  
 Jl. Raya Wringinanom 138 Kec. Wringinanom Kab. Gresik Telp/Fax (031) 99893993  
 Email : : [smpn.wringinanom@yahoo.co.id](mailto:smpn.wringinanom@yahoo.co.id)

**SURAT KETERANGAN IJIN PENELITIAN**

Nomor : 423.6/ 25 / 437.53.09.02 / 2023

Yang bertanda tangan di bawah ini :

Nama : WAHYUDI, S.Pd  
 N I P : 19681205 199501 1 001  
 Pangkat/ Gol : Pembina Tk I, IV/b  
 Jabatan : Kepala UPT SMP NEGERI 12 GRESIK

Berdasarkan surat permohonan ijin penelitian dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat Fakultas Tarbiyah dan Keguruan UINSA Nomor : B-0534/Un.07/04/D/DI/PP.07/01/2023 maka kami tidak keberatan dan memberikan ijin kepada mahasiswa yang tersebut di bawah ini :

Nama : REVA ULRICA  
 NIM : D05219021  
 Semester : 7 (Tujuh)  
 Judul : "The Correlation Between Parenting Style and Student's English Achievement" di UPT SMP Negeri 12 Gresik.

Demikian surat keterangan ijin penelitian ini di buat untuk di gunakan sebagaimana mestinya.

Gresik, 19 Januari 2023

Kepala Sekolah

WAHYUDI, S.Pd.  
 NIP. 19681205 199501 1 001

## Appendix 7

## Categories of parenting style questionnaire (parent)

Indikator	Deskriptor	No. Butir Pertanyaan		Jumlah Item
		Positif (+)	Negatif (-)	
Tipe Otoriter	• Orang tua menekankan anak mematuhi perintah	1	2	2
	• Orang tua cenderung suka menghukum (fisik maupun verbal)	3	4	2
	• Orang tua menerapkan peraturan yang ketat	-	5	1
	• Anak tidak diberi kesempatan mengemukakan pendapat	6	-	1
	• Segala peraturan yang dibuat orang tua harus dipatuhi	7	8	2
Tipe permisif	• Orang tua memberikan kebebasan pada anak	9	10	2
	• Orang tua kurang tegas dalam menerapkan peraturan	-	11	1
	• Orang tua tidak memberikan hadiah atau pujian	12	13	2
	• Orang tua kurang memperhatikan perilaku anak	14	15	2
	• Tidak mendapat hukuman meski anak melanggar peraturan	-	16	1
Tipe demokrasi	• Orang tua memberikan nasihat	17	-	1
	• Orang tua membimbing dan mengarahkan tanpa memaksakan kehendak	18	19	2
	• Orang tua memiliki standar dan harapan terhadap kebutuhan anak	20	21	2
	• Terjalin komunikasi yang baik antara orang tua dan anak	22	23	2
	• Orang tua tidak menerapkan peraturan yang ketat	24	25	2
Jumlah Butir Pernyataan		12	13	25

**Appendix 8**  
**Categories of parenting style questionnaire (student)**

Indikator	Deskriptor	No. Butir Pertanyaan		Jumlah Item
		Positif (+)	Negatif (-)	
Tipe Otoriter	• Orang tua menekankan anak mematuhi perintah	1	2	2
	• Orang tua cenderung suka menghukum (fisik maupun verbal)	-	3	1
	• Orang tua menerapkan peraturan yang ketat	-	4	1
	• Anak tidak diberi kesempatan mengemukakan pendapat	-	-	-
	• Segala peraturan yang dibuat orang tua harus dipatuhi	5	6	2
Tipe permissif	• Orang tua memberikan kebebasan pada anak	7	8	2
	• Orang tua kurang tegas dalam menerapkan peraturan	9	10	1
	• Orang tua tidak memberikan hadiah atau pujian	11	12	2
	• Orang tua kurang memperhatikan perilaku anak	13	14	2
	• Tidak mendapat hukuman meski anak melanggar peraturan	-	15	1
Tipe demokrasi	• Orang tua memberikan nasihat	16	17	2
	• Orang tua membimbing dan mengarahkan tanpa memaksakan kehendak	18	19	2
	• Orang tua memiliki standar dan harapan terhadap kebutuhan anak	20	21	2
	• Terjalin komunikasi yang baik antara orang tua dan anak	22	23	2
	• Orang tua tidak menerapkan peraturan yang ketat	24	25	2
Jumlah Butir Pernyataan		11	14	25