

# Analysis of Reading Ability in Terms of Parenting Patterns in Grade I Students (Case Study in Elementary School Gugus V Seririt District 2022/2023 Academic Year)

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## ABSTRACT

The problem in this study is that the reading ability experienced by grade I students is still low. Teachers at school have provided maximum guidance at school, but students not only learn at school, but students can also learn at home with their parents. Students have more time studying at home with parental guidance than when they study at school. The form of parenting applied by parents greatly affects the development of children, especially in terms of reading. This study aims to determine the factors that influence the reading ability of grade I students and the form of parenting applied by parents at home case study in SDGugus V, Seririt District, Buleleng Regency. This type of research is descriptive qualitative research using the case study method. The sample determination used *purposive sampling* technique with a total sample size of 7 student subjects and 7 student parent subjects. Data collection used non-test methods in the form of observation, interviews, questionnaires, and documentation. The data analysis technique uses 2 techniques, namely qualitative descriptive analysis and quantitative description analysis. The results of the data analysis of this study found that the percentage score on the factors that influence reading ability in both aspects is described as follows: 1) internal factors with a percentage score of 69%, and 2) external factors with a percentage score of 72%. Meanwhile, the

score of parenting patterns in the three aspects is different. Each aspect is described as follows: 1) authoritarian parenting has a percentage score of 65%, 2) democratic parenting has a percentage score of 78%, and 3) permissive parenting has a percentage score of 66%. From these results, it can be concluded that most parents have applied democratic parenting in educating their children, but the factors that greatly affect the reading ability of most students are external factors.

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## 1. INTRODUCTION

Reading is a language skill that has a very important role in life. Reading plays an important role in producing the next generation of smart, creative, and critical people. By reading a person gets knowledge and information from all over the world. This statement is supported by Law No. 20 of 2003 article 3 concerning the National Education System which reads that national education aims to develop the potential in students so that students can grow into human beings who are noble, obedient to God Almighty, responsible, healthy, creative, and independent. In line with that, according to Dalman (in Hartarti, 2021) reading is an activity or cognitive process that seeks to find various information contained in writing. Reading is the window to the world, because by reading, humans can find out many things they don't know.

The ability and willingness to read will affect one's knowledge and skills. The more reading, it is certain that someone will know more and can do more, meaning that a person's abundance of knowledge will help him in doing many things that he did not previously master, so that someone who reads a lot has more quality than someone who reads little. According to Hendrayani (2018) reading ability can be interpreted as the ability or ability to be able to understand the information in reading to achieve the purpose of reading activities. Basically, the ability and skill to read is a need that must be met. So that the

ability to read must be trained from an early age. According to Sumantri (in Khaulani, Neviyarni, and Irdamurni, 2020) elementary school children aged between 6-11 years are in the middle childhood phase, namely children have the basic ability to count, write, and read. Beginning reading activities begin in kindergarten or early elementary school. Beginning reading is the initial stage of the beginning reading learning process specifically for low grade / first grade elementary school students (Masykuri, 2019). The purpose of beginning reading is so that students are more familiar with the letters of the alphabet such as vowels and consonants and can read words and sentences consisting of letter strings fluently and precisely. However, in reality, reading activities are less preferred by children, especially elementary school students who basically still like to play, have not focused and focused their attention. In the classroom alone, you can count students who like to read without being forced by other parties such as parents or teachers. It was also found that in the field in the lower grades of elementary school there are students who cannot read and do not read fluently. If a student cannot read, the student will have difficulty in understanding the lesson so that it results in student learning outcomes.

The phenomenon that occurs is that the quality of children's reading in Indonesia is still low. This is supported by research conducted by Wardoyo, Wardoyo revealed that the quality and process of reading in schools is still not optimal. The reading ranking in Indonesia is still low, supported by the survey results from the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) the literacy level of Indonesian society is very low. The results of the 2019 survey of Indonesians' reading interest ranked 62nd out of 70 countries, or in the bottom 10 countries. This results in the reading interest of the Indonesian people being considered very low compared to sharing other countries. Moreover, UNESCO determined that in 2017 Indonesia was second from the bottom regarding world literacy, which means that Indonesian people's interest in reading is very low. Out of a total of 61 countries, Indonesia is ranked 60th with a low literacy level. Rank 59 is filled by Thailand and the last rank is filled by Botswana. Meanwhile, Finland is ranked first with a high literacy rate, almost reaching 100%. This data clearly shows that the high interest in reading in Indonesia is still far behind Singapore and Malaysia. According to the data, the reading interest of Indonesian people is very alarming, only 0.001%, meaning that out of 1,000 people only 1 person has reading activities.

Based on the results of observations in grade I SD Gugus V in Seririt Sub-district, data on the number of students who could not read and understand reading were obtained, including 3 grade I students at SDN 1 Mayong and 4 at SDN Bestala. In reality, there are still students who are unable to read because of their low reading ability. For students who are not able to read, they cannot understand the commands in the book. Thus students show discomfort in learning and tend to play alone during the learning process. A person's reading ability is not just formed or has been brought since birth, but is acquired and developed step by step by being influenced by various factors. According to Tampubolon (in Suryani, 2020), the factors that influence reading ability are divided into two parts, namely internal factors and external factors. Internal factors are developmental factors of both biological, psychological, and linguistic nature that arise within the student. While external factors include the school environment, family environment (Hapsari, Purnamasari & Purnamasari, 2019). Children are in an unfavorable environment such as an environment of children who like to play, a family environment that is not supportive because parents are busy working, lack of supervision and parental affection.

Children in this phase really need care and guidance from parents in shaping a child's interest in reading, because parents are the main bridge in their lives. In addition, due to inappropriate parenting patterns applied to children, there is less experience gained by children both in the family and in the environment. Parenting can also be interpreted as the attitude of parents in interacting, guiding, fostering, and educating their children in everyday life with the hope of making children successful in living this life (Fatmawati, Ismaya and Setiawan, 2021). Every parent has a different parenting style. Therefore, the need for proper parenting from parents so that it can increase students' awareness in improving their reading skills to be more optimal. In order to always be able to hone students' skills in reading. Every activity that can hone students' beginning reading skills, teachers must make various efforts so that students have a very fluent ability to read. Some observations are still many students who have not been able to read syllables so that there are still many word preparations that are still not correct in their arrangement, the pronunciation of letters is also still a lot that cannot spell properly and correctly. Based on the existing problems, the author is interested in examining more deeply by raising the title "Reading Ability in Review of Parental Parenting in First Grade Students (Case Study at SD Gugus V Seririt District School Year 2022/2023)".

## 2. METHOD

Research methods are scientific ways to obtain data with specific purposes and uses. In this study, the type of method used in the analysis is descriptive qualitative research with a case study method or approach. This case study is used to gain in-depth knowledge of a case to be observed and can be analyzed carefully to completion (Rusli, 2021). In collecting data, researchers use non-test methods by conducting observations, interviews, distributing questionnaires, and documentation (Shobariyah, 2018). The subjects of this study used 7 students who were used as child subjects and 7 parents of these students who were used as parent subjects. While the research stages are: 1) Observation; 2) Documentation; 3) Interview; 4) Questionnaire (Preparation of questionnaires, Questionnaire Validity Test). The instrument or measuring instrument used is the Lickert Scale and the data analysis technique used uses qualitative and percentage analysis.

### 3. RESULT AND DISCUSSION

#### Result

This study presents the results of the study in the form of percentage obtained from the results of questionnaires that have been distributed to subjects. This study gave two questionnaires to the subjects including the questionnaire of factors affecting students' reading ability and the parenting questionnaire. The questionnaire of factors affecting students' reading ability consists of two aspects, namely internal factors and external factors. While the parenting questionnaire consists of three aspects, namely authoritarian parenting, democratic parenting, and permissive parenting. The data from this study were obtained through filling out questionnaires that had been given to respondents. This study used respondents as many as 7 parents and 7 students who attended elementary school in Gugus V Seririt District. The explanation of the research results that have been obtained as follows.

The data from the questionnaire on the percentage of factors affecting students' reading ability is presented in Table 1.

Table 1  
Percentage Result Data of Factors Affecting Reading Ability

Aspects	Total Score	Percentage	Category
Internal Factors	288	69%	High
External Factors	303	72%	High

Based on the results of the acquisition scores of the two aspects of factors affecting reading ability, it is known that external factors get a percentage score of 72% in the high category. This shows that most students have difficulty reading due to external factors which include no encouragement and motivation from parents, family economic conditions, no parental attention to children's reading interests, environmental influences and playmates. While the data on the percentage results of the parenting pattern questionnaire on students' reading ability can be presented in table 2.

Table 2  
Percentage Result Data of Parenting

Aspects	Total Score	Percentage	Category
Authoritarian Parenting	183	65%	High
Democratic Parenting	215	77%	High
Permissive Parenting	186	66%	High

Based on the data obtained, democratic parenting is the highest parenting pattern applied by parents in educating their children. The percentage of authoritarian parenting scores a percentage of 65% which shows a high category, while for democratic parenting scores a percentage of 77% with a high category, and permissive parenting scores 66% with a high category. This shows that most of the parents who have children with reading skills apply less democratic parenting.

## Discussion

If this problem is not solved, it will have a negative impact on the development of students' reading skills and cause reading difficulties to the next level and affect students' low learning competence. One of the solutions to overcome this problem is the need to analyze parenting patterns on children's reading skills. Specifically, the objectives of this study are (1) to find out the factors that affect the reading ability of grade I students in elementary schools and (2) to find out the form of parenting patterns applied by parents at home to grade I students in elementary schools who have low reading skills.

The findings obtained from this study are on factors that affect reading ability, where students are given a questionnaire containing several statements. After obtaining the results regarding the factors that influence students' reading ability, it is found that there are students who answer towards the internal and there are students who answer towards the external. After obtaining the results, it can be analyzed as a whole and obtained the percentage score on the factors that influence students' reading ability, where the percentage score on internal factors obtained a result of 69% which is categorized as high. Meanwhile, the percentage score on external factors obtained a result of 72% which is categorized as high. Based on the results of the scores obtained from both aspects of factors affecting reading ability, it is known that external factors get the highest score on aspects of factors affecting students' reading ability.

The results of the findings on the percentage score of the application of each parenting pattern are different. Based on the results of data analysis, which to obtain these data, a questionnaire was given to 7 parents of students and the overall results obtained were the percentage score on authoritarian parenting patterns obtained a result of 65% which was categorized as high. The percentage score on democratic parenting is 77% which is categorized as high. Furthermore, the percentage score on permissive parenting patterns obtained a result of 66% which is categorized as high. Based on the data obtained, democratic parenting is the highest parenting pattern applied by parents in educating their children. According to [Hendri \(2019: 68\)](#) democratic parenting or also known as authoritative parenting is a way of educating children where parents always pay attention to the needs of children according to their developmental period and highly value children's freedom, but that freedom is still accompanied by understanding guidance between parents and children.

The implications of this research can provide parents with an understanding of optimizing parenting patterns that will be applied to their children and understanding what difficulties their children are experiencing. As we know that parents play a very important and influential role in the education of their children. It is parents who guide, educate, and accompany children during the learning process, especially in the reading learning process. The results of this study are suggested to; 1) parents in applying parenting patterns to children should better consider the developmental characteristics of children in order to provide appropriate parenting and provide attention and motivation for positive activities carried out by children. 2) teachers and schools are able to maximize communication with parents to develop children's reading skills. 3) for further researchers can continue by examining aspects of reading ability in terms of parental parenting in more detail.

## 4. CONCLUSION

Based on the results of the discussion that has been presented previously, it can be concluded as follows.

- 1) The acquisition of the percentage score results on factors that affect students' reading ability based on the data that has been analyzed, the percentage score on internal factors obtained a result of 69% which is categorized as high. Meanwhile, the percentage score on external factors obtained a result of 72% which is categorized as moderate. Based on the results of the scores obtained from both aspects of the reading difficulty factor, it is known that external factors get the highest score on the aspect of factors that cause students to experience reading difficulties.
- 2) Obtaining the results of the percentage score on parental parenting based on the data that has been analyzed, the percentage score on authoritarian parenting obtained a result of 65% which is categorized as high.
- 3) The percentage score on democratic parenting patterns obtained a result of 78% which is categorized as high. Furthermore, the percentage score on permissive parenting patterns obtained a result of 66% which was categorized as high. Based on the data obtained, democratic parenting is the highest parenting pattern applied by parents whose children have low reading skills.

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