



## The Family Education Effect and Language Attitude against Vocabulary Mastery

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**ABSTRACT-** The purpose of this research was to determine the family education effect and language attitude against vocabulary mastery. The method used is a survey method with a quantitative approach. There were 43 samples from 352 populations which obtained using cluster random sampling techniques. Data collected through questionnaires and tests. Hypothesis testing uses path analysis techniques. The results of data analysis obtained (1) path coefficient (p31) of 0.520 with a value of  $t_{6.965} > t_{2.020}$ , (2) path coefficient (p32) of 0.385 with a value of  $t_{2.184} > t_{2.020}$ , (3) path coefficient (p21) amounting to 0.867 with a value of  $t_{7.301} > t_{2.020}$ . The results of the research concluded as (1) family education and language attitude had a direct positive effect against the polite vocabulary mastery, (2) family education had a direct positive effect against language attitude.

**Keywords:** family education, language attitude, vocabulary mastery.

### I. INTRODUCTION

Vocabulary mastery is the most important requirement in communicating, both spoken and written. Communication used media in the form of language and language consisted of vocabulary series that has meaning. If there was not enough vocabulary, communication would be hampered. Thus, in communication required adequate vocabulary mastery. Tarigan (1995) stated that the quality of language ability depend on the quantity and quality of vocabulary possessed. If the person had more vocabularies then it would increase the language ability. This indicated that a person had a good quantity and quality of vocabulary, allowed him to had good language skills too.

Vocabulary (lexicon) is a language component that contained all information about the meaning and usage of words. Keraf (1984) argued that vocabulary was the whole word owned by language. It was further explained that the vocabulary mastered by someone was the whole word in memory which would immediately cause a reaction when heard or read. In line with the opinion of Pateda (1995) that the vocabulary was the number of words contained in each language. Another opinion stated that vocabulary was a set of lexemes which included single word, compound words, and idioms (Richards, Platt and Platt: 1985). Howard Jackson (2007) argued that vocabulary was words used in certain contexts. Likewise Lyons (1995) that viewed from semantic studies, the lexical structure of a language in the meaning of its vocabulary structure can be seen as a network of meaning relations. The meaning of the word can be distinguished based on the presence or absence of a sense in a word which includes connotative and denotative meanings, and the semantic types include grammatical and lexical meanings.

Moeliono (2008) mentioned that there were two kinds of vocabulary that all language speakers must knew, namely receptive and productive vocabulary. Receptive vocabulary included all lexical units that are known and understood, usually these words are not used alone. Productive vocabulary included words that were really used in communication, as in writing.

This means that a person is required to be able to master the vocabulary of a language in order to carry out language activities or communicate with others both spoken and written. Vocabulary mastery by someone both quantitative and qualitative will improve their intellectual quality. Therefore, expanding and enriching vocabulary was important for mastering a language. Thus it can be said that the vocabulary mastery was the entire vocabulary in a language and is mastered by someone who can be used appropriately according to the context, the mastery in question concerned the mastery of words or sounds and the meaning of words. Vocabulary mastery referred to in this study is polite mastery of the vocabulary. In this millennial era many parents and teachers felt a deep concern as a result of the languages that teens used on social media.

The information technology development had an impact on the social media development. The use of social media provided an opportunity for anyone to express themselves through language. Along with the advancement of technology, even the adverse effects accompanied also in terms of language. The use of language that was abusive, vulgar, and which no longer paid attention to ethics and politeness, results in frequent anger, misunderstanding, and discomfort, even further affecting the realm of law. For example the words "animals, devils, hell, dogs" whose meanings did not always refer to their true meaning, even become symbols of intimacy.

The person ability to have vocabularies was inseparable from the initial person's learning a language. When someone was born, things related to language acquisition are family. The family was the first type of school for someone in obtaining language. Thus the first vocabulary that is owned was the vocabulary which influenced by the family. The initial language acquisition process is a process of imitation and habits in the family. Some research findings found that good and polite language vocabulary would have an impact on vocabulary selection. Vocabulary selection was also inseparable from language attitudes. The use of certain languages was a manifestation of language attitudes. The attitude of language is related to respect for the language itself. This means that if someone chooses a particular language then the appreciation of that language was higher than other languages. This shown that the attitude of the language was positive towards the language. A positive language attitude toward language used in the family will also affect vocabulary mastery. From this explanation, the question arose whether the vocabulary mastery, language attitudes, and family education had interconnectedness or influence one another. So the problems in this research are formulated as follows (1) Did family education directly affect vocabulary mastery? (2) Did language attitude directly influence vocabulary mastery? (3) Did family education directly influence language attitudes?

## II. METHOD

This study used a causal quantitative associative approach with path analysis techniques. Path analysis technique is used to test the suitability of the model, the direct influence of each variable, analyze the structural relationship between research variables and their effects. The population in this study were IKIP PGRI Pontianak students. The sampling technique used in this study was random sampling with 43 respondents.

The main data collection techniques in this study were direct communication techniques and measurement techniques. To obtain variable family education data ( $X_1$ ) and variable language attitude ( $X_2$ ) the instruments used were questionnaires. Questionnaire assessments were measured using a Likert scale. The questionnaire in the closed form provided four (4) answer choices. While the test instrument is used to obtain variable vocabulary mastery ( $X_3$ ). The test used is a multiple choice test with grading criteria, right answers are given a score of one (1), wrong answers with a score of zero (0). Testing the validity of the instrument using the Pearson correlation formula, and calculating the reliability using the Alpha Cronbach technique.

The use of descriptive data analysis techniques purposed to obtain a picture of the spread characteristics of each variable expressed through the mean, median, frequency distribution mode and histogram. Furthermore, the magnitude of the direct influence between exogenous variables on endogenous variables is calculated through inferential analysis. Inferential analysis techniques are used to test hypotheses using path analysis techniques with the help of SPSS version 17 after going through the prerequisite test stages, namely the normality test, the significance test and the linearity regression test.

## III. THE RESULT OF RESEARCH

### Normality Tested

Regression analysis testing requires estimated errors to be obtained from normally distributed populations. The normality test of family education variable data ( $X_1$ ), language attitude ( $X_2$ ), dan vocabulary mastery ( $X_3$ ) is done using Lilliefors, with the provisions of the test: if  $L_{count} \leq L_{table}$ , then  $H_0$  is accepted and concluded the data is normally distributed. Conversely, if  $L_{count} > L_{table}$ , then  $H_0$  is rejected and concluded that the data are not normally distributed.

The statistical hypothesis of the error data normality test is:

$H_0$  : error data is normally distributed , if  $L_{count} \leq L_{table}$

$H_a$  : Error data is not normally distributed,  $L_{count} > L_{table}$

Because the sample in this study amounted to 43 ( $n = 43$ ), the value of  $L_{table} = L_{critical}$  was searched by using the formula:  $L_{table} = L_{critical} = 0,886 / \sqrt{n}$ , for  $\alpha = 0,05$ , so obtained  $L_{critical} = 0,886 / \sqrt{43} = 0,135$ .

**Normality Test of Regression Estimated Errors  $X_2$  against  $X_1$**

The calculation results obtained value  $L_{count} = 0,135$  for estimated regression errors  $X_2$  against  $X_1$ . By  $n = 43$  and  $\alpha = 0,05$  obtains  $L_{critical} = 0,886 / \sqrt{43} = 0,135$ . Because of the value  $L_{count} = 0,135$  equal with  $L_{table} = 0,135$ , then  $H_0$  accepted. Thus it can be said that the estimated error data  $X_2$  against  $X_1$  had a normal distribution.

**Normality Test of Regression Estimated Errors  $X_3$  against  $X_2$**

The calculation results obtained value  $L_{count} = 0,130$  for estimated regression errors  $X_3$  against  $X_1$ . By  $n = 43$  and  $\alpha = 0,05$  obtained  $L_{critical} = 0,886 / \sqrt{43} = 0,135$ . Because of the value  $L_{count} = 0,135$  smaller than  $L_{table} = 0,135$ , then  $H_0$  accepted. Thus it can be said that the estimated error data  $X_3$  against  $X_2$  had a normal distribution.

**Normality Test of Regression Estimated Errors  $X_3$  against  $X_1$**

The calculation results obtained value  $L_{count} = 0,135$  for estimated regression errors  $X_3$  against  $X_1$ . By  $n = 43$  and  $\alpha = 0,05$  obtained  $L_{critical} = 0,886 / \sqrt{43} = 0,135$ . Because of the value  $L_{count} = 0,135$  equal with  $L_{table} = 0,135$ , then  $H_0$  accepted. Thus it can be said that the estimated error data  $X_3$  against  $X_1$  had a normal distribution.

Normality test data for estimated error of independent variable regression in each dependent variable can be seen in table 1.

*Table 1: Normality Test Data Recapitulation in Regression Estimated Errors*

Normality Test Regression Estimated	N	$L_{count}$	$L_{table}$	Conclusion
$X_2$ against $X_1$	43	0,135	0,135	Normal
$X_3$ against $X_2$	43	0,130	0,135	Normal
$X_3$ against $X_1$	43	0,135	0,135	Normal

**The Significance Test and Regression Model Linearity**

The significance and linearity test of the regression model is performed to determine the variables which are formulated have a real linear relationship. The significance and linearity tests of regression were carried out with the help of SPSS version 17.

**The Significance and Linearity  $X_2$  against  $X_1$**

The calculation results obtained a constant value of 1.033, and regression price  $b$  of 50.904, so the regression equation  $\widehat{X}_2 = 1,033 X_1 + 50,904$ . The variant analysis resulted (ANAVA) against this model can be seen in value  $F_{count}(\text{regression model}) = 124,502 > F_{table}(\alpha:0,05; 1;42) = 4,01$ . Thus the alleged regression model  $X_2$  against  $X_1$  was significance. Furthermore value  $F_{count}(\text{concordance tuna}) = 125,216$  thus the relationship  $X_2$  and  $X_1$  was liniar.

**The Significance and Linearity  $X_3$  against  $X_2$**

The calculation results obtained a constant price of 0.530, and a regression price of  $b$  of -18.905, so the regression equation  $\widehat{X}_3 = 0,530 X_2 - 18,905$ . The variant analysis resulted (ANAVA) against this model can be seen in value  $F_{count}(\text{regression model}) = 95,624 > F_{table}(\alpha:0,05; 1;42) = 4,01$ . Thus the alleged regression model  $X_3$  against  $X_2$  was significance. Furthermore value  $F_{count}(\text{concordance tuna}) = 84,813$  thus the relationship  $X_3$  dan  $X_2$  was liniar.

**The Significance and Linearity  $X_3$  against  $X_1$**

The calculation results obtained a constant price of 0.645, and a regression price of  $b$  of -2.122, so the regression equation  $\widehat{X}_3 = 0,645 X_1 - 2,122$ . The variant analysis resulted (ANAVA) against this model can be seen in value  $F_{count}(\text{regression model}) = 110,926 > F_{table}(\alpha:0,05; 1;42) = 4,01$ . Thus the alleged regression model  $X_3$  against  $X_1$  was significance. Furthermore value  $F_{count}(\text{concordance tuna}) = 124,820$ , thus the relationship  $X_3$  and  $X_1$  was liniar. The results of calculations in tables 2 and 3

*Table 2. The Test Results of Significance in Regression Equations Recapitulation*

Relationship between Variable	$F_{count}$	$F_{table}$	Conclusion
$X_2$ against $X_1$	124,502	4,01	Significance

X <sub>3</sub> against X <sub>2</sub>	95,624	4,01	Significance
X <sub>3</sub> against X <sub>1</sub>	110,926	4,01	Significance

**Table3. The Linearity Test Results Recapitulation (Concordance Tuna Test)**

Relationship between Variable	F <sub>count</sub>	F <sub>table</sub>	Conclusion
X <sub>2</sub> against X <sub>1</sub>	125,216	4,01	Linier
X <sub>3</sub> against X <sub>2</sub>	84,613	4,01	Linier
X <sub>3</sub> against X <sub>1</sub>	124,820	4,01	Linier

### Hypothesis Test

#### Positive Direct Effect of Family Education (X<sub>1</sub>) against Vocabulary Mastery (X<sub>3</sub>)

To prove that Family Education (X<sub>1</sub>) positive direct effect against Vocabulary Mastery (X<sub>3</sub>), the statistical hypothesis being tested was :

$$H_0 : \beta_{31} \leq 0$$

$$H_a : \beta_{31} > 0$$

Based on the results of data analysis using the SPSS application path coefficients are obtained X<sub>1</sub> to X<sub>3</sub> (p<sub>31</sub>) was 0,520 with t<sub>count</sub> = 6,965 dan t<sub>table</sub>(α = 0,05, 42) = 2,020. Thus the value t<sub>count</sub> (6,965) > t<sub>table</sub> (2,020) which means H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. It can be identified that path coefficient (p<sub>31</sub>) significance. This finding is interpreted as Family Education (X<sub>1</sub>) positive direct effect on Vocabulary Mastery (X<sub>3</sub>), it means that the improvement of Family Education will result in an increase in good vocabulary mastery.

#### The Positive Direct Effect of Language Attitude (X<sub>2</sub>) against Vocabulary Mastery (X<sub>3</sub>)

To prove that Language Attitude (X<sub>2</sub>) positive direct effect on Vocabulary Mastery (X<sub>3</sub>), the tested statistical hypothesis was :

$$H_0 : \beta_{32} \leq 0$$

$$H_a : \beta_{32} > 0$$

Based on the results of data analysis using the SPSS application path coefficients are obtained X<sub>2</sub> to X<sub>3</sub> (p<sub>32</sub>) was 0,385 with t<sub>count</sub> = 2,184 and t<sub>table</sub>(α = 0,05, 42) = 2,020. Thus the value t<sub>count</sub> (2,184) > t<sub>table</sub> (2,020) which means H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. It can be identified that path coefficient (p<sub>32</sub>) significance. This finding is interpreted as Language Attitude (X<sub>2</sub>) positive direct effect on Vocabulary Mastery (X<sub>3</sub>), it means that the improvement of positive language attitude will result in a high increase in vocabulary mastery.

#### Positive Direct Effect of Family Education (X<sub>1</sub>) against Language Attitude (X<sub>2</sub>)

To prove that Family Education (X<sub>1</sub>) positive direct effect on language attitudes (X<sub>2</sub>), the statistical hypothesis being tested is :

$$H_0 : \beta_{21} \leq 0$$

$$H_a : \beta_{21} > 0$$

Based on the results of data analysis using the SPSS application path coefficients are obtained X<sub>1</sub> ke X<sub>2</sub> (p<sub>21</sub>) was 0,867 with t<sub>count</sub> = 7,301 dan t<sub>table</sub>(α = 0,05, 42) = 2,020. Thus the value t<sub>count</sub> (7,301) > t<sub>table</sub> (2,020) which means H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. It can be identified that path coefficient (p<sub>21</sub>) significance. This finding is interpreted as Family Education (X<sub>1</sub>) positive direct effect on Language Attitudes (X<sub>2</sub>), it means that the improvement of Family Education results in an increase in positive language attitudes. The recapitulation of the test results for each hypothesis is presented in table 4

**Table4. The Path Coefficient Calculation Results Recapitulation**

Path Coefficients	Standardized Coefficients	T <sub>count</sub> > t <sub>table</sub> 2,020	Sig	Conclusion
	Beta			
p <sub>31</sub>	0,520	6,965	0,000	Ha accepted
p <sub>23</sub>	0,385	2,184	0,043	Ha accepted
P <sub>21</sub>	0,867	7,301	0,000	Ha accepted

From the results of the calculation of the path coefficient in table 4 above, it is concluded that the theoretical structural model hypothesized in this research is consistent with empirical data obtained through research.

#### IV. DISCUSSION OF RESEARCH RESULTS

##### **The Family Education Effects against Vocabulary Mastery**

The results found that Family Education ( $X_1$ ) positive direct effect against Vocabulary Mastery ( $X_3$ ). The closeness of the relationship between  $X_1$  with  $X_3$  confirmed by the results of testing the hypothesis proposed in this study that there is a positive direct effect on Family Education ( $X_1$ ) against Vocabulary Mastery ( $X_3$ ). Thus an increase in family education will lead to an increase in students' vocabulary mastery. Research findings which state that there was a positive direct effect of family education against vocabulary mastery empirically supported the theories or opinions of experts about the influence of family education against vocabulary mastery. Through families children got their language, values and inclinations. (Mohammad, 24:2012) and (Fuad 26:2011). Soeratman (2004) The main and most important function carried out by the family was to shape character and social behavior. In this environment, the formation of a child's personality begins to be built. In addition, the family was a process of parental education to inculcate moral values.

Family education was part of the out-of-school education pathway that is organized within the family and which provided religious beliefs, cultural values, moral values and skills. Family education was the initial education for children because the first time they knew the world was born in a family environment and educated by parents. So that the experience of childhood was a very important factor for further development, exemplary parenting in everyday actions will be a vehicle for moral education for children, forming children as social, religious beings, to create conditions that can foster children's initiative and creativity. Because the family was the first environment for children who contributed to the development and also mental and physical growth of children in their lives.

An educational environment could print the potential of students well if the existing educational environment was really good. Of the several educational environments, the most influential on education was education in the family environment as well as education in schools. The above explanation shown that the most important education was education in the family. Family education had a very big influence on the formation of children's character and become the main key in shaping the child's personality to be good.

Family education referred to the influence of parental education on the growth of children in the process of family interaction (Kang, 2008). Family education was different from school education and social education where children began to receive family education from the first day of their birth. Their parents were their first teacher. Family education was the basis of life education which played a very important role in the formation of good or bad habits of children and their healthy or unhealthy body and mind development (Yang & Congzhou, 2018). Giving a stimulus would affect changes in children's behavior. Stimulus given by parents will be framed in the mindset, action patterns, and patterns of the child's speech. Every activity that occurred in the home environment is a series of periodic and continuous acquisition processes. In this case, parents played a role as a driving force that holds first and foremost control in the development of children's language through educative parenting (Alex Sobur). For children, parents were identification figures. (Mohamad Ali) Therefore, it was not surprising if they imitate the things that parents do. Children would immediately imitate whatever they knew from their family environment as material for their new knowledge, regardless of what they got was good or not good. The image of parents became the basis of the new understanding that he obtained as a treasure trove of knowledge, which means that whatever his parents did was considered good according to him. Factors that influence parental attitudes were family functions. Ogburn (1963) classified family functions included providing social status, planning children's education, providing religious education, protecting other family members, and creating an atmosphere of mutual love (cited in Conger & Galambos, 1997) (DEMİRÇİOĞLU & ÖMEROĞLU, 2014). Education started with family. The worldview, outlook on life, and values of adolescents started with the family (Zhai, 2016).

Based on the explanation of the expert theories or opinions above, an explanation was obtained that one of the mastery of vocabulary is influenced by family education. The function of the family as the main pillar in instilling moral values and forming good habits through polite language. Therefore the findings of this study empirically support the theories or findings of the experts described above.

### **The Language Attitudes Effect against Vocabulary Mastery**

In this research it was found that Language Attitudes ( $X_2$ ) positive direct effect on vocabulary mastery ( $X_3$ ). The closeness of the relationship between  $X_2$  with  $X_3$  confirmed by the results of the second hypothesis testing proposed in this research that there was a positive direct effect on language attitudes ( $X_2$ ) against vocabulary mastery ( $X_3$ ) students. Thus the improvement of language attitudes would lead to an increase in students' vocabulary mastery.

Research findings which state that there was a positive direct effect of language attitudes against vocabulary mastery empirically supported the experts theories or opinions about the influence of language attitudes against vocabulary mastery.

Searle (1999) a language is self-involvement in the form of behavior that obeyed the rules. In other words, a person's language behavior would also be seen in the awareness of language norms, the use of language that was careful, orderly, and follows the applicable rules. The results of the research stated that there was a correlation between language attitudes and vocabulary mastery, that vocabulary mastery was influenced by language attitudes and orientation (Kharismawan, 2018)

Based on the explanation of the experts theories or opinions above, an explanation is obtained that one of the vocabulary mastery is influenced by language attitudes. Therefore the findings of this research empirically supported the experts theories or findings described above.

### **The Family Education Effect against Language Attitudes**

In this research it was found that family education ( $X_1$ ) positive direct effect on language attitude ( $X_2$ ). The closeness of the relationship between  $X_1$  with  $X_2$  confirmed by the results of the third hypothesis testing proposed in this research that there was a positive direct effect of family education ( $X_1$ ) against language attitude ( $X_2$ ) students. Thus the family education enhancement would lead to an increase in language attitudes.

Research findings which state that there was a positive direct effect of family education on language attitudes empirically supported the experts theories or opinions about the influence of family education against language attitudes.

Parents were the main control holders of responsibility for the process of forming the child's character. The role of parents became very important to provide understanding to children as the main provision before they enter the community through schools and other social interaction media. Therefore, role models of parents were needed for the development of their children. With a good attitude and example coupled with strengthening emotional ties between children and parents, efforts to infiltrate moral values and good character in children would be easier to do (Mohammad, 24 : 2012), (Fuad, 56:2012), Soeratman (2004). Based on the explanation of the experts theory or opinions above, an explanation is obtained that language attitudes are influenced by family education. Therefore the findings of this research empirically supported the experts theories or findings described above.

After discussion of the findings of each research hypothesis as described above, the following will be discussed from the aspect of the integrity of the research findings in accordance with the findings of the final model of the research constellation.

By referring to the final constellation of research that the politeness of students' language was directly affected by family education, language attitudes, and vocabulary mastery shown a causal relationship between exogenous and endogenous variables both in structure 1 and structure 2. This means an increase in family education, language attitude, and vocabulary mastery would result in the student politeness enhancement of language. In structure 1 it was found that family education was directly affected positively by language attitudes. This means that if family education goes well it would positively enhance language attitudes.

In structure 2 it was found that vocabulary mastery was directly affected positively by family education and language attitudes. This means that if family education and language attitudes, both individually and jointly be improved will result in the occurrence of vocabulary mastery in students.

The final finding of this research constellation model was in accordance with or supports the theory of language acquisition, namely learning theory or behaviorism theory initiated by BF Skinner and social learning theory (one of the types of language acquisition theory of children's learning theory (Jean Berko Gleason & Nan Bernstein Ratner ). In addition, it was also in accordance with the theory of the acquisition of the Vigotsky language, namely sociocultural theory and social interactionist theory from Bruner (Thomas Keenan

and Subhadra Evans). Through families children got their language, values and inclinations. (Mohammad, Fuad, Soeratman)

In view of the theory of language acquisition, a person acquired language skills through the mechanism of imitation and conditioning. Language acquisition occurred when a child imitates (imitation) the language patterns and vocabulary of people who were significant to them, usually parents or caregivers were familiar with the words the child hears and are associated with the object or event that occurred (BF Skinner in Gunarsa, S. ). Brunner proposed the term LASS (Language Acquisition Socialization System) language acquisition socialization system (Gunarsa, S). According to socio-cultural theory (socio-cultural theory) as stated by Vygotsky language skills (communicating) through interaction with their environment.

Based on the above concept, polite vocabulary mastery in language should be pursued more on family education as a starting point and the spearhead of real education. Therefore politeness in language is directed to be able to develop the potential to focus on family activities that could create polite language.

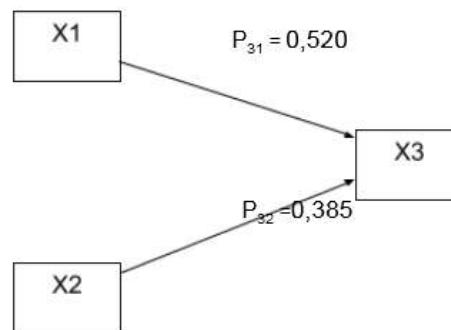


Figure: Path Coefficient Model 2 Relationship

## V. CONCLUSION

Based on the results of research and discussion, it can be concluded that the conclusions of this research were as follows: (1) There was a positive direct effect of family education against vocabulary mastery. (2) There was a positive direct effect of language attitude on vocabulary mastery. (3) There was a positive direct effect of family education against language attitudes.

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