

**THE INFLUENCE OF PARENTING STYLE ON
STUDENTS' MOTIVATION IN LEARNING ENGLISH AT
MAN I BANGKA ACADEMIC YEAR 2025/2026**



A THESIS

**Submitted to the Undergraduate School in partial fulfillment
of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)**

By:

Juli Rahmania

2213013

Tarbiyah Faculty

English Education Study Program

STATE INSTITUTE OF ISLAMIC STUDIES

SYAIKH ABDURRAHMAN SIDDIK

BANGKA BELITUNG

TAHUN 2026



KEMENTERIAN AGAMA RI
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FAKULTAS TARBIYAH
PRODI TADRIK BAHASA INGGRIS
Jalan Raya Petaling KM 13 Kec. Mendo Barat Kab. Bangka Prov. Kep. Bangka Belitung

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Nama : Juli Rahmania
NIM : 2213013
Program : Strata 1
Fakultas : Tarbiyah
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NIP. 197710092007011014

LATTER OF DECLARATION

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The undersigned:

Name : Juli Rahmania
NIM : 2213013
Department : Tarbiyah
Study Program : English Education

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NIM. 2213013

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KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI
SYAikh ABDURRAHMAN SIDDIK BANGKA BELITUNG
FAKULTAS TARBIYAH
Jalan Raya Petaling Km. 13 Kiri, Mendo Barat, Kab. Bangka, Prov. Kep. Bangka Belitung
E-Mail: stakebangkabelitung@kemendagri.go.id, stake52_sustabel@yahoo.co.id
BANGKA 33173

NOTA DINAS PEMBIMBING

Hal: Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah
IAIN Syaikh Abdurrahman Siddik Bangka Belitung
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Nama : Juli Rahmania
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Fakultas : Tarbiyah
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Bangka, September 2026

Pembimbing I,

Bda Humayani, M.Pd
NIP. 197412152009122002

Pembimbing II,

Juriana, M.Pd
NIP. 199003082023212042

NOTA DINAS KONSULTAN



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI
SYAIKH ABDURRAHMAN SIDIQ BANGKA BELITUNG
FAKULTAS TARBİYAH
Jalan Raya Petaling Kiri, 13 Km, Mendo Barat, Kab. Bangka, Prov. Kep. Bangka Belitung
E-Mail: stainbangkal Belitung@kemenag.go.id, stain12_ssyahid@yahoo.co.id
BANGKA 33173

NOTA DINAS KONSULTAN

Hal: Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah

IAIN Syekh Abdurrahman Siddik Bangka Belitung

di-

tempat

Assalamu'alaikum Wr,Wb

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Nama : Juli Rahmania

NIM : 2213013

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris (TBI)

Judul Proposal Skripsi : THE INFLUENCE OF PARENTING STYLE ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MAN 1 BANGKA

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Demikian Nota Dinas Konsultan ini kami buat, atas segala perhatiannya diucapkan banyak terima kasih.

Wassalamu'alaikum Wr,Wb.

Bangka, September 2026

Konsultan I,

Dina Novriana, M.Pd
NIP. 197911202008012011

Konsultan II

Firdaus, M.Pd, B.I
NIP.198101152023211005



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI
SYAikh ABDURRAHMAN SIDDIK BANGKA BELITUNG
FAKULTAS TARBIYAH

Jalan Raya Pematang Kiri, 11 Km. Merdu Barat, Kab. Bangka, Prov. Kep. Bangka Belitung
E-Mail: bsm@iainbangkabelitung.ac.id, Website: www.iainbangkabelitung.ac.id
BANGKA 0171

PENGESAHAN

Nomor: 329.D9/ETPP.00.9/09/2026

Skripsi dengan judul: *The Influence Of Parenting Style On Students' Motivation In Learning English at MAN 1 Bangka*

Yang dipersiapkan dan ditulis oleh:

Nama : Juli Rahmania
NIM : 2213013
Fakultas : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

telah ditandatangani pada hari: Kamis, tanggal 10 September 2026 dengan nilai B (83,66), dan dinyatakan sah dan diterima sebagai salah satu syarat untuk memperoleh gelar S.Pd.

DEWAN SIDANG MUNAQASYAH

Pembimbing I,

Dede Husnawati, M.Pd
NIP. 19741215 200912 2 002

Pembimbing II,

Jurana, M.Pd
NIPPPK. 19900308 202321 2 042

Penguji I,

Dina Novrieta, M.Pd
NIP. 19791120 200801 2 011

Penguji II,

Fitriana, M.Pd
NIP. 19810415 202321 1 005

Ketua Panitia

Yohan, M.Pd
NNIP. 19771009 200701 1 014

Bangka, 30 September 2026
Dekan Fakultas Tarbiyah,

Dr. Salmi, S.Pd, M.Si
NIP. 19740302 200604 1 001

MOTTO

Q.S Al-Ghafir 44

فَسَتَذْكُرُونَ مَا أَقُولُ لَكُمْ وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ إِنَّ اللَّهَ بَصِيرٌ بِالْعِبَادِ

Allah. Verily, Allah is All-Seeing of His servants."

Q.S Maryam 33

وَالسَّلَامُ عَلَيَّ يَوْمَ وُلِدْتُ وَيَوْمَ أَمُوتُ وَيَوْمَ أُبْعَثُ حَيًّا

"And may peace be upon me, on the day of my birth, on the day of my death, and on the day I am brought back to life."

"Even today, let's work hard and have fun!"

DEDICATION

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THE INFLUENCE OF PARENTING STYLE ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MAN 1 BANGKA

Juli Rahmania

2213013

English Education Study Program

Faculty of Tarbiyah and Teacher Training

State Institute of Islamic Studies Syaikh Abdurraahman Siddik

Bangka Belitung

ABSTRACT

This study aimed to examine the influence of parenting style on students' motivation in learning English at MAN 1 Bangka. This research employed a quantitative approach with a non-experimental design. The population consisted of 410 students, with 202 students selected through stratified random sampling. Data were collected through questionnaires measuring parenting style and students' motivation in learning English. Parenting style data were obtained solely from students' perspectives regarding their parents' parenting practices. The data were analyzed using descriptive statistics, Pearson Product-Moment correlation, and multiple linear regression with IBM SPSS Statistics. The results showed that authoritative parenting was the most dominant style, identified among 141 students (69.80%), followed by permissive (20.30%) and authoritarian (9.90%). Regarding motivation, 119 students (58.91%) had high motivation, 38 (18.81%) had very high motivation, and 45 (22.28%) had low motivation. Multiple linear regression showed a significant overall influence of parenting style on students' motivation ($F = 2.805$, $p = 0.041$), indicating that H_0 was rejected and H_1 was accepted. The R Square value of 0.041 indicated that parenting style explained 4.1% of the variance in students' motivation, while 95.9% was explained by other factors outside the research model. Partially, authoritative parenting had a positive and significant influence ($B = 0.413$, $p = 0.049$), while authoritarian and permissive parenting had negative but non-significant influences. Thus, authoritative parenting was the only parenting style with a significant individual influence on students' motivation in learning English.

Keywords: parenting style, students' motivation, learning English, authoritative parenting.

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