

The Role of Parents' Book Reading Style and Quality of Emotional in Improving Children's Cognitive

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Abstract

This study aims to study the role of book reading style and the emotional quality of parents on children's cognitive abilities. Participants are families who participate in family literacy programs in Indonesia. The research sample is 150 parents and children who are involved in the family literacy program in the Bandung area, Indonesia. The correlational design was used in this study to see the role of parental style in reading books and the emotional quality of parents when interacting with children on children's cognitive abilities. The families involved are bilingual families who use more than one language in their family. The results showed that parents' book reading style (direct text reading/extratextual talk), emotional quality, and language use were factors that greatly influenced children's cognitive abilities. Extratextual reading style is a reading style that is considered superior in improving children's cognitive abilities compared to direct text reading style. In addition, reading will be more optimal in increasing children's grasping power if it is accompanied by quality parental emotions. This study provides implications that can be used as guidelines for stakeholders in providing signs for parents in an effort to improve children's literacy at preschool age.

Keywords: book reading style, early reading; emotional quality, cognitive level

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Introduction

One way that parents can do so that their children can be more prepared and successful when entering the world of school is to teach them to read from an early age. This can be done so that children avoid illiteracy and are better prepared when they enter school age (Birbili, 2013; Campbell-Hicks, 2016). Learning activities for children and their parents at home is one of the alternatives to prepare children to have the necessary abilities including cognitive abilities, language skills, and other early literacy skills (Alvarenga et al., 2020; Sembianti et al., 2018). The reading activity of parents and children has been proven by previous studies to be an activity that will determine the success of children when they enter school age (Scarparolo & Hammond, 2018; Sheridan & Kelly, 2012; van der Wilt et al., 2019). This idea is not only proven by studies but also supported by government policies, one of which is the existence of a family literacy program in Indonesia. Learning to read at an early age is the right time, because through reading activities children begin to develop their cognitive and literacy abilities.

Although reading is not the only activity that can prepare students' cognitive abilities, children can acquire complex abilities that include not only cognitive abilities, but also other linguistic features that children indirectly acquire through reading (Campbell-Hicks, 2016; Hadiananto et al., 2022). Reading books with parents can equip children's vocabulary with new vocabulary that is not found in daily activities. Through reading activities, students can also get the opportunity for discussions between children and parents which require quite complex cognitive abilities, so that the child is ready to enter school (Wolfe, 2014; Xu et al., 2017). Reading activities lead to warm interactions so that it raises children's love for books and increases children's reading motivation.

¹Reading activities for children is an activity promoted by the government to prepare children's future. Based on the findings in previous studies, families with upper middle income are more intense in doing reading activities with their children at home compared to families with lower incomes (Hayes & Berthelsen, 2020; Simões Giroto et al., 2020; Warren,

1 Reading activity for children is one of the literacy activities promoted by the Indonesian government through the Family Literacy Program.

2021). These variations in the intensity of reading activities are reported by the government and follow-up is carried out by issuing literacy program activities targeting preschool-aged children, family literacy programs. This program facilitates parents to be more optimal in teaching reading activities to preschool age children. Various studies on family literacy programs have been carried out and the results show various variations of language and child literacy results found in children who participate in literacy programs (Alvarenga et al., 2020; Sembianti et al., 2018; Hadiano et al., 2021). Family literacy is a term that is a sub-section of literacy in general that is not yet popular in Indonesia. The family literacy program is one strategy that is considered effective in supporting the efforts of parents in developing children's early literacy skills and preparing children's academic abilities. From the results of the study, although the intensity of reading a book is important, the study also proves that the quality of the interaction that occurs when reading a book is very important. Parents adopt various methods and approaches to improve the instructional and emotional quality of reading books with their children. The different styles and approaches to reading this book have an impact on different children's experiences and learning.

Literature review

Instructional Quality of Reading and Reading Style of Books

Parents display variations in behavior when doing book reading activities with their children. Variations in parental behavior are characterized by instructional behavior that includes strategies to attract children's attention, display or point to pictures, label, ask questions or provide additional information. Instructional quality is seen from the aspect of extratextual speaking style. Extratextual speaking style is speech from outside the text and attracts the attention of children and or parents. The amount of extratextual speech (quantity) and cognitive demands of speech (quality) contributed to the parents' speech in giving instruction during reading (Bentley & Souto-Manning, 2016; Birbili, 2013; Hadiano et al., 2021a). In addition, the conversation that moves from simple thinking to high-level thinking also contributes to the reading style of parents to children. The active participation of children

and conversations that encourage children's cognitive during reading activities are factors that greatly support the success of children's learning processes when reading. Two types of reading styles were found in families with different incomes (Bui & Fagan, 2013; Connor et al., 2018). A highly interactive reading style and good emotional quality were found in upper-middle income families, while a less interactive reading style was found in low-income families. Interventions that emphasize interactive reading strategies and encourage children's cognitive abilities have been shown to be effective in improving children's language skills and literacy in various groups, including families with low economics.

Several previous studies have shown that parental instructional behavior functions in a variety of cultural contexts (Muijselaar et al., 2017; Pacello, 2014). Cultural variations in book reading style are used by parents in reading activities. The relationship between parental behavior during reading and children's learning outcomes showed different results. This is also influenced by the cultural background of the family. Book reading style is described in the literature that the reading style involves a story-telling approach and a story-building approach. The storytelling approach is to place parents as storytellers while children as listeners or spectators, while the story-building approach is characterized by a dialogue between parents and children working together to create stories and interpret them together (Geramipour, 2021; Ha, 2021; Hadiano et al., 2021a). This story-building approach involves mostly a question and answer session between parent and child. This story-building style emphasizes the dialogical aspect and has been used by families from various countries in Europe, while the storytelling style is found to be preferred by families from Asian countries. The storytelling style of older people in Indonesia sometimes combines the two styles (Yousuf et al., 2021). The style of storytelling that is done is often associated with cultural values that can be advice for children when reading books is carried out. The dialogical style was found to be more supportive of the learning process in general, while the storytelling style was more suitable to be used to train children's literacy skills (Muijselaar et al., 2017; Pacello, 2014).

Emotional Quality

One feature of reading books from parents to children that has not been widely studied is

the quality of emotional interaction. This emotional quality is characterized by parental behavior which includes a) building a warm, sensitive, and responsive atmosphere to children's interests, b) strategies used by parents to arouse children's enjoyment of reading activities, c) a good level of parental enthusiasm marked by smiles, laughter, and other harmonious conversations, d) physical contact with children (Bezerra et al., 2022; Martins & Capellini, 2021). Although there has not been much research on the relationship between instructional quality and emotional reading in reading, some literature has suggested that this variable is a very decisive factor in language acquisition and literacy in preschoolers. Therefore, the researcher intends to study the relationship between variables of reading style, instructional and emotional quality of parents with children's cognitive abilities.

Children who have an attachment to their parents show a greater willingness to know more about their environment, such as complex books. The secure bond between parents and children is also considered to be more effective and attracts attention during reading activities (Urquhart, 2002; Wulfemeyer, 2019). This is consistent with research which found that a secure bond between parents and children would lead to more frequent and higher quality reading activities. So, the emotional close relationship between parents and children is an important factor in reading activities with children. The relationship between parents and children as well as emotional factors can facilitate children more optimally in absorbing information, new language or vocabulary from books they read. Therefore, this study focuses on the instructional and emotional aspects of parents in reading books with their children.

Interaction Between Instructional and Emotional Quality

Previous research has proven that emotional quality will be better able to facilitate the correlation of instructional behavior and learning. This relationship occurs simultaneously with book reading style and emotional qualities that encourage the effectiveness of improving children's language, cognitive, receptive and expressive abilities. The relationship between instructional and emotional is also influenced by the language used in the home. The emotional quality of reading books together is characterized by a warm, sensitive, and harmonious atmosphere (Birbili, 2013; Boerma et al., 2021). Families whose home language is Indonesian involve a higher level of extratextual speaking style (involving topics from

outside the book). However, families whose home language is Sundanese (Language of the Regions) show higher reading activities of dialogic books when reading texts. Families whose mother tongue is Indonesian involve higher extratextual speech styles compared to families whose mother tongue is Sundanese because families whose mother tongue is Sundanese are more accustomed and more flexible in choosing words that are similar in Sundanese, or explaining the meaning of words in Sundanese to help children who have difficulty reading. In contrast to families whose mother tongue is Indonesian, they will often engage in extratextual conversations (taking other topics outside of books) because they do not have a large selection of Indonesian vocabulary to help their children who have difficulty reading (Samiei et al., 2016; Satriana et al., 2021).

At the emotional level with low quality, parents place more emphasis on the style of reading instructional books that can increase children's knowledge. Based on this explanation, this research focuses on the role of book reading style and emotional quality in improving children's cognitive abilities. This study focuses on children's cognitive skills because cognitive abilities become the basic foundation for children to develop other skills, including language, literacy, and other knowledge. Therefore, the researcher formulates the problem 1) what is the role of parental book reading style to children and the emotional quality of parents on children's cognitive abilities, 2) what is the role of the interaction between reading style, emotional quality, and home language in predicting changes in children's cognitive knowledge?

Method

This study uses the correlational method to see the relationship between book reading style, emotional quality, and cognitive abilities of children and their role. This research was conducted in conjunction with the implementation of the family literacy program in the Bandung area. Participating families are families who participate in the success of the family literacy movement in order to prepare school-age children. Participating families came from various lower, middle and upper classes and parents with various levels of education. The families involved are bilingual families who use two or more languages at home. In this study,

researchers focused on families who use Indonesian (national language) and ²Sundanese (regional language) when interacting at home. The researcher focused on families whose mother tongues were Indonesian and Sundanese because this research was carried out in the Bandung area, West Java, which were dominated by families whose mother tongues were Indonesian and Sundanese. In addition, so that the implementation of the family literacy program and the results of this research are more optimal in providing benefits and guidance to families in the Bandung area, West Java, Indonesia. The researcher is part of a project implementing the family literacy program in the Bandung area, making it easier for researchers to access and at the same time obtain data on the implementation of the family literacy program.

Family Literacy Program

Family literacy is a term that is a sub-section of literacy in general that is not yet popular in Indonesia. Family literacy refers to a relatively new educational method. Several countries that have implemented family literacy include the US, Canada, and South Africa. The basic foundation that is the philosophical root of the term family literacy as part of the educational method departs from the assumption that "parents are the first teachers for children". Research shows that adults who already have a higher level of education are not only able to become productive citizens with increased social and economic capacity in the community, but these conditions also have a major impact on their children's success in school (Aram, 2008; Campbell-Hicks, 2016). Parents with higher education levels are considered more capable of providing a good first education for their children at home. The family literacy program is one strategy that is considered effective in supporting the efforts of parents in developing children's early literacy skills and preparing children's academic abilities. When the family literacy program is realized, parents can play a role in supporting their children's literacy.

Simultaneously, students' literacy skills are superior/better because parents are empowered through family literacy programs. When parents are empowered, they will be active

2 The Sundanese language used in reading interactions is standard Sundanese to avoid misunderstandings.

throughout their lives in the education of their children. Family literacy is literacy that provides services for children to develop their initial literacy skills by optimizing parental involvement. This family literacy program can be integrated with other educational services to support early childhood capacity building, parenting training for parents, early childhood education, interactive activity training between parents and children (Dogan et al., 2015; Dynia & Justice, 2015). Several things were strengthened in the family literacy program, including 1) Strengthening Facilitator Capacity including counseling for parents or household assistants regarding competence in various fields of literacy in daily activities, adult training (for example, parents, household assistants, or other adult caring for the child) to make an instrument that can be played at home. 2) Increasing the number and variety of quality reading sources, including providing reading materials in the family, providing educational toys that can increase the literacy skills of family members, utilizing home facilities for literacy displays, utilizing information technology media (mobile devices) in reading and writing activities. with parental guidance, provision of reading material by subscribing to newspapers or magazines. 3) Expansion of Access to Reading Resources and Coverage of Learning Participants includes expanding access by encouraging family members to take part in activities related to literacy conditioning the literacy environment in the home and surrounding areas, for example displaying books in various places at home, pictures or information posted on corners of the house, optimizing the use of the internet network to access learning resources from within the network. 4) Strengthening Public Involvement includes organizing literacy activities in the family with the community; and b. Parental involvement in literacy activities at school (Indonesian Ministry of Education and Culture, 2017).

Participant

This study involved families who participated in the family literacy program. The sample in this study was 150 families who have children at pre-school age or are in kindergarten school with an age range of 4-6 years located in Bandung, West Java, Indonesia. This research was conducted for 6 months. A summary of the demographics of children and their

parents can be seen in table 1. There are several variables involved in revealing the relationship between book reading style, emotional quality, and children's cognitive abilities. These variables include language use at home, marital status, parents' employment status, child's age, and risk factors (see table 1). The families involved are bilingual families who use two or more languages at home. In this study, researchers focused on families who use Indonesian (national language) and Sundanese (regional language) when interacting at home.

Procedure

The researcher collected initial baseline data through interviews and facilitated interaction sessions between parents and children while reading books according to their language usage habits at home. Data collection was assisted by the parents of each child to obtain book talks, emotional quality scores, and cognitive ability scores. All family participants who are involved in family literacy program activities are carried out voluntarily as stated in a statement of willingness to take part in the literacy and research program. Data collection at the initial baseline was carried out for about 1 month. At the initial baseline collection, demographic information was also obtained through a questionnaire given to parents and assessed for cognitive abilities. Next, the researcher provides a series of activities as a form of intervention. Parents received verbal directions and the types of books read included non-fiction books and fiction books. The intervention of reading semi-structured books was carried out by the parents for 4 months in their own usual style. During the intervention, the reading of this book was recorded and reported by each parent based on the guidelines provided. Research ends with cognitive and language assessment.

Researchers determine books that are appropriate to the age development of the children who are research participants. Books are dominated by books equipped with colorful pictures and text. The books used in reading books together are adapted to the main language used in the house, there are two types of books, Indonesian books and Sundanese books. Parents can read more than one book. Book reading activities are carried out for 5-10 minutes each session. In one day, parents can hold a book reading activity of 2-3 sessions and can be done anytime. Book reading activities are recorded and reported by parents.

Table 1. *Demographic Characteristics of Children and Parents on Baseline*

Characteristic	Full Sample (N = 150)	Home Language	
		Indonesia (n = 75)	Sundanese (n = 75)
Child age in year	4-6	4-6	4-6
Range	3-28	3-25	2-30
Child gender (%)			
Male	55	52	60
Female	45	48	40
Child ethnic (%)			
Sundanese	60	88	0
Non-Sundanese	35	10	100
Other	5	2	0
Parent age in years	32	34	37
Range	20-50	25-40	23-35
Relationship parent and child (%)			
Mother	97	98	100
Father	3	2	0
Parents' education (%)			
High school	58	45	70
Bachelor	30	40	20
More than Bachelor	12	15	10
Marital status (%)			
Married	80	70	88
Single	20	30	12
Parent age at child birth (%)			
18 or younger	15	26	12
Older 18—yes (%)	85	74	88
Employment status (%)			
Not employed	50	45	30
Cumulative risk (%)			
1	15	20	30
2	35	36	38
3	28	30	20
4	15	10	7
5	7	4	5

Note :1-5: Cumulative Risk Family

Calculating cumulative risk: Calculating aspects of child deficiencies in families such as single parents, low education levels, not working, beneficiaries

Observation

Observations were made on the instructional style of reading books and emotional quality using codes and recorded in the form of video. The researcher transcribed the conversation between parents and children during the book reading activity. Every speech is classified into phrases, words, sounds that are not words that have meaning in the conversation. Furthermore, when the transcript was completed, the researcher saw the recorded video and identified it for coding. Through conversation transcripts, researchers get the percentage of words that can be understood (88-99%) per transcript. The value and reliability of book talk In order to measure the instructional style of reading in accordance with the research focus, transcripts were carried out by providing codes and speech scores. Talk scores are calculated to see the role of parents during reading activities which are included in two categories, namely direct text reading and extratextual speaking style. The researcher conducted an assessment based on the direct text reading style with storytelling style and parallel textual conversation with story building style. These two aspects are seen in each style of reading a book by looking at the consistency of its use from the beginning to the end of the reading activity.

The researcher coded the conversations of parents during book reading activities. Coding procedure adapted from theory from DeBaryshe (1995). Parents' conversations are coded and classified into the following groups a) questions or requests (parents ask children about the contents of the book, or parents ask children to demonstrate or sound what is in the book), b) feedback can be in the form of praise or justification, c) comments about the contents of the book can be in the form of pictures, etc., d) reading (reading directly or by paraphrasing, e) other sayings that are outside the context of the book. Dialogues that belong to other speech groups outside the context of the book are not counted in the scoring of book talks, for example, conversations to control children's behavior. The reliability assessment between raters and transcription coders was obtained by Cohen's $\kappa = 0.91$. This value meets the reliability criteria.

The book talk score is determined by the group frequency of parental speech, including questions, feedback, comments on the book, and direct reading or paraphrasing. The sums of each of these components were combined to assess the total number of appropriate extratextual speaking styles. Determination of the proportion of extratextual speaking styles

is done by reading out the total number of extratextual talks that correspond to the book with the total number of talks with books (extratextual talks and direct reading) then multiplied by 100. The scoring was carried out on book talks to see the involvement of parents in reading direct texts and extratextual talks during book reading activities. A low score indicates that parents read more direct text and a high score means that parents use extratextual speaking style more. If the score is 50, it means that the use of the two components is balanced during book reading activities, a score of 0 means that parents only read the text directly, and a score of 100 means that parents consistently continue to use extratextual speaking style during reading. To see the increase in the talk score from baseline to post-baseline, the post-baseline score is reduced by the baseline score. If you get a score of 0, it means that there is no increase in speech. If the score is positive, it means that the parents show an increase in extratextual speaking style, and if the score is negative, it means that the parents show an increase in reading direct text.

Emotional quality and reliability

Coding of emotional quality in reading books using items adopted from Sonnenschein and Munsterman (2002) and using a parental involvement scale from (Farran, Kasari, Comfort, & Jay, 1986). Items used in the assessment of emotional quality include a) parental expression in reading, b) parental sensitivity to children's involvement, c) children's joy and interest, d) parental happiness, e) parental acceptance of children, f) statements positive, and g) negative statements. Emotional reliability is done by coding one third of all observations. Intraclass relationships between individual items obtained a value of 0.80-0.92. The correlation value indicates that the reliability between raters is adequate. Scoring is done based on the 7 components of the parental involvement scale. Scoring is done to provide an indicator of the emotional atmosphere of parents during their interaction in reading books. Scores on all items using a 1-5 Linkert scale (Score 1 = low emotional quality, 5 = high emotional quality). The total score of the seven items describes the emotional quality score. Cronbach's alpha on the emotional reliability score is 0.78, this value means adequate internal consistency.

Cognitive Ability

Researchers assessed children's cognitive abilities using the BSID mental scale from (Bayley, 1993). The BSID mental scale is a test used to assess the cognitive development of children from the age of 2-6 years. The tests were conducted on several domains including language, early literacy, early mathematics, social development, and children's motor skills. Scoring is done by converting the raw score into a child's mental development index score. The mean value and standard deviation of the sample were standardized by a value of 100 (20). The increase in cognitive variable scores was calculated by looking at changes in standard cognitive abilities using the BSID of cognitive abilities at the time of pretest and posttest. Cognitive ability was assessed monthly by calculating the change in cognitive score divided by the number of months. The result is then multiplied by 6 because it was carried out for 6 months.

Data analysis

Data analysis conducted in this study includes quantitative and qualitative data analysis. Quantitative data analysis is presented in the form of descriptive analysis (mean, standard deviation) to see the level of change in cognitive ability, emotional quality, and reading style. Researchers analyzed from two samples of families who used the Indonesian language and Sundanese (local language) as their home language. Researchers conducted an intercorrelation analysis between emotional quality scores, book talk scores, and cognitive scores over a six month period. Furthermore, the researcher conducted multiple regression analysis to answer the formulation of the problem of the role of reading style (parents talk while reading a book) and emotional quality in predicting cognitive skills of children using Indonesian and Sundanese home languages. So, the researcher analyzed the predictors of interest using a three-way interaction model, namely changes in book talk, emotional quality, and home language (Indonesian and Sundanese).

Results

Descriptive statistics

Descriptive statistics of book speaking ability, emotional quality, and cognitive ability are presented in table 2. To determine the initial ability of parents' book talk, emotional quality, and cognitive ability, a descriptive baseline statistical table is presented.

Table 2. *Descriptive Statistics on Initial Baseline*

Variable	N	M	SD	Range	
				Min	Max
Baseline talk style scores					
Full sample	150	50	30	5	70
Indonesian Language	57	65	25	6	86
Sundanese Language	24	78	24	15	98
Baseline emotional quality score					
Full sample	91	3.6	0.8	1.8	5.8
Indonesian Language	65	3.7	0.9	1.8	5.7
Sundanese Language	68	3.5	0.8	1.7	4.5
Baseline cognitive scores					
Full sample	85	71.85	13.67	61	112
Indonesia Language	60	72.30	14.42	64	113
Sundanese Language	28	77.56	13.80	86	115

Based on table 3, data obtained from book talks in the form of extratextual talks were found to be more than 50% of all book talks. Extratextual speaking styles for parents with Sundanese mother tongue is (M=78%), while extratextual conversation for parents who use Indonesian mother tongue is (M=65%) at the initial baseline. There is a fairly high range of scores on the use of extratextual speaking style in both language groups. The emotional quality of the two groups of origin languages is English M=3.7, Sundanese=3.5 on a scale of 1-5. Based on descriptive statistical data, the child's cognitive ability is at a score of 85. Children whose home language uses Indonesian have a lower cognitive score (M=72.30) than

children who use their home language Sundanese ($M=77.56$).

Table 3. *Descriptive Statistics of Change Score for Each Ability*

Variable	N	M	SD	Range	
				Min	Max
Change in book talk scores					
Full sample	86	4	36	−90	99
Indonesia	60	3	41	−88	97
Sundanese	26	4	25	−38	60
Cognitive score change					
Full sample	78	−2.89	13.80	−36	30
Indonesia	68	−3.72	13.15	−36	22
Sundanese	18	−5.20	13.70	−30	18

Changes in the score on book talks are presented in descriptive statistics in table 3. There is an increase in the average score of book talks for the entire sample, which is 4%. This indicates that parents only use their extratextual speaking style a little during book reading activities. Parents who use Indonesian have an increase of 3%, while those who use Sundanese at home show an increase of 4%. However, in the book discussion, the score changes when the proportion of reading the text is entered. Extratextual speaking style experienced a change in parents who used Indonesian language (SD : 41, decrease by -88%, increase = 97%) compared to parents who use Sundanese (SD: 25, decrease by -38%, increase = 60%). The score shows that the talk of parents who have a negative score on the measurement is more dominant using direct text reading, while the positive score of parental speech on the measurement shows that parents are more dominant in using extratextual speaking style in reading books.

Correlation Analysis

The correlations between variables are presented in table 4. Table 4 presents the first two correlations, namely the correlation between changes in book speech and emotional quality, second, namely the correlation between cognitive changes in the full sample and cognitive

changes in the samples of each language (Indonesian and Sundanese). Based on table 4, it is found that the correlation between emotional quality and cognitive ability is quite significant in families who use Sundanese in their homes ($r = .53$, $p = .10$). The positive correlation shows that good emotional quality is closely related to children's cognitive abilities.

Table 4. *Intercorrelation between Predictor Variables and Outcome Variables*

Variable	Change in Cognitive Scores
Change in book talk	
Full sample	-.04
Indonesia	-.06
Sundanese	.10
Baseline emotional quality	
Full sample	.16
Indonesia	.10
Sundanese	.53+

Regression Analysis

The regression model test was conducted to determine the role of the variables of book talk, emotional quality, and home language on children's cognitive abilities. The results of the regression test and the interaction between these components helped researchers to see the role of each variable on changes in cognitive scores. In addition, other variables were also involved as control variables, such as the sex of the child, the age of the child, and the level of risk in the family. The amount of variance calculated is based on the value ($R^2 = .25$), $F(11, 56) = 1.98$, $p = .054$. The interaction of these three variables proved to be a significant predictor based on statistical calculations with the model ($p < 0.05$). The findings are based on statistical calculations, firstly in families who use Indonesian as their home language when emotional quality is low, parents become more dominant in reading direct text and produce less good cognitive scores compared to when emotional quality is high, parents become more dominant in using extratextual speaking style. and results in better cognitive scores. Second, parents who use Sundanese as their home language found that if the level of emotional quality is low when reading books, parents become more dominant in reading direct texts and

produce better cognitive scores than children's cognitive abilities with parents who are more dominant in extratextual speaking style.

Table 5. *Regression Model Predicts Changes in Cognitive Score*

Variable	B	SE B	β	t
Constant	-4.40	4.12		-1.10
Family risk	2.10	1.45	0.20	1.50
Age of Child	-0.48	0.30	-0.28	-1.70†
Gender	-3.28	2.81	-0.15	-1.20
Language	-1.45	3.20	-0.06	-0.46
Quality of Emotional	-1.35	2.80	-0.10	-0.50
Book talk	0.00	0.06	0.03	0.10
Quality of Emotional $\times$ Language	11.50	5.80	0.35	3.20*
Book Talk $\times$ Language	-0.10	0.20	-0.10	-0.54
Book Talk $\times$ Emotional Quality	0.20	0.08	0.43	2.81*
Book Talk $\times$ Quality of Emotional $\times$ Language	-0.53	0.20	-0.50	-2.64*

Note. $R^2 = .25$, $F(11, 56) = 1.98$, $p = .054$.

† $p \leq .1$. * $p < .05$.

Discussion

Data obtained from families who are involved in family literacy programs show that book reading style (book talks), emotional quality has an influence on children's cognitive abilities. Children's cognitive improvement is not only influenced by these two variables, it is necessary to pay attention to the demographic character of the child, including the economic level and the level of risk listed in table 1. Demographic character is an important factor and must be considered. Almost all families participating in this program have a cumulative risk level of 80% (cumulative risk factors are listed in table 1). This family literacy program is one solution to overcome these problems. The family literacy program is a program to solve the problem of illiteracy and low cognitive abilities, as well as to prepare children cognitively and other skills before entering school age (Ihmeideh & Coughlin, 2015; Lane et al., 2014).

This program is the right step in preparing early childhood. This program is a solution for all groups so that the level of risk in the family can be overcome through a family literacy program.

Based on the findings of this study, it was found that parental speech and instructional behavior without paying attention to emotional factors would not be able to optimally improve children's knowledge and skills. The emotional factor is one of the important aspects in reading books so that children's grasping power is optimal. The results of this study provide practical implications that the role of the emotional quality and reading style of parents provide information for stakeholders in designing interventions in family literacy programs. Another finding that affects children's cognitive abilities is the family's cultural characteristics that have the potential to be important in reading books with children. In this study, the primary languages spoken at home (Indonesian and Sundanese) were used as a proxy for global cultural variation within the family (Samiei et al., 2016; Satriana et al., 2021). The high extratextual speaking style is more in line with the story-building style, while the direct text reading is more in line with the storytelling style. This finding is in accordance with the theory of parent-to-child reading styles, which divides extra-textual (constructor) and direct (narrator) reading styles.

Parents with good emotional qualities are more likely to use extratextual speaking style. Reading style that involves extratextual speaking has been proven to be more optimal in improving students' cognitive abilities, compared to direct reading style. This is in accordance with several theories which state that children's grasping power will be better if parents are expressive and active in reading books to children compared to parents who only read texts without good expressions or emotions (Scarparolo & Hammond, 2018; Sheridan & Kelly, 2012; van der Wilt et al., 2019). Another interesting finding is that children's cognitive differences are influenced by the use of language at home. In the best emotional state, reading activities that use extratextual speaking style produce more optimal cognitive values for families who use Indonesian. Parents who dominantly use text reading style directly get more optimal cognitive values in families who use Sundanese at home. These findings are in accordance with the theory that the level of children's cognitive abilities is influenced by the use of the child's language when constructing their knowledge (Wolfe, 2014; Xu et al., 2017).

In addition, based on the results of the regression analysis, the two-way interaction between book talk and emotional quality can predict the increase in children's cognitive abilities regardless of language use cannot predict changes in children's cognitive abilities. However, when the variable of language use is taken into account, the interaction between book talk, emotional quality, and language use is significantly able to predict children's cognitive abilities (Johansson, 2013; Muylati Y & Hadiano D, 2022). Language commonly used at home When used in book reading activities, it will be more optimal to increase children's grasping power which can indirectly improve children's cognitive abilities. So, it can be concluded that the consideration of cultural and language characteristics is a determining factor in optimizing children's cognitive improvement.

Conclusions

Parents' style of reading books (reading direct texts/extratextual speaking styles), emotional quality, and language use are factors that greatly affect children's cognitive abilities. Extratextual reading style is a reading style that is considered superior in improving children's cognitive abilities compared to direct text reading style. In addition, reading will be more optimal in increasing children's grasping power if it is accompanied by quality parental emotions. The language that is usually used at home if used in reading books will also be more optimal in improving children's cognitive abilities. This research has implications that the emotional quality and reading style of parents with their children greatly contribute to children's cognitive improvement. Parents who give positive emotions and are actively involved in the process of reading with their children will make their children excel academically at school. Based on these implications, the researcher recommends that stakeholders formulate guidelines for parents both in terms of actions, behavior and emotions that must be shown when carrying out reading activities together so that the results obtained are more optimal. This study has several limitations, including the research focus which is considered narrow, involving variables of reading style, emotion, language, and cognitive ability. In addition, the behavior of parents to children is only observed during reading activities, family grouping is only based on language use, and the analysis is still limited.

Based on the limitations of this study, the researcher recommends future research by taking into account the shortcomings of this research, namely, future research can add other variables that can affect cognitive abilities, such as gender, or economic level. In addition, in future research, family grouping is not only using language, and it is necessary to investigate the relationship between parents and children outside of reading activities. Research with more detail may be able to produce more comprehensive findings.

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