

## The Correlation among Parental Involvement, Reading Motivation and Reading Achievement of Senior High School Students

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### Abstract

The purpose of this research was to find out the correlations among parental involvement, reading motivation and reading achievement. This research used correlation method. Total number of populations were 153 and sample were 60 students taken by simple random sampling technique. The instruments for collecting the data were questionnaire and test and analyzed by normality and linearity test. The result of the investigation described that (1) the correlation coefficient between parental involvement and reading achievement  $r_{xy} = 0.505$  with  $r^2 = 0.255$ .  $r$  product moment shows that there was correlation between X and Y. Sig value was obtained  $\text{sig } 0.000 < 0.05$ , it shows that there was a significant correlation between parental involvement and reading achievement, (2) The result of  $r_{xy} = 0.514$  with  $r^2 = 0.265$ . The significant level was  $0.000 < 0.05$  it meant there was a significant correlation between reading motivation and reading achievement, (3) The result of  $r_{xy} = 0.604$  with  $r^2 = 0.365$ . The significant level was  $0.000 < 0.05$  it meant there was a significant correlation between parental involvement and reading motivation (4) the result of correlation among parental involvement, reading motivation and reading achievement were  $r_{yx1x2} = 0.569$  with  $r^2 = 0.324$ . It can be concluded that there are high correlations among parental involvement, reading motivation toward reading achievement.

**Keywords :** *Parental involvement, reading motivation, reading achievement*

### INTRODUCTION

In learning language process, English Skills and English aspects must be learned by the students. In English, there are four skills; (1) Listening, (2) Speaking, (3) Reading, and (4) Writing. Reading is receptive skill. It is one of the important language skills. By reading, students can get new words and information in English. It is the key to learn in all aspect of life particularly in this globalization era. It means that reading is important part that needs to be developed. Reading is very important for learning English. Although teachers have taught reading skill for the long time, the result was considered unsatisfactory because reading was very complex. Teacher was not only the reason for bad or good of the students reading achievement. The students gets the same chance to learn English in the classroom. But their achievement, particularly in reading was different from each other. There were many factors that affect students' reading. To some extent, the learners' weakness in reading may be caused by internal factors two of which were language learning strategies and reading attitude.

Motivation and habit of reading are very important to improve the rate of reading. The lack of reading can make students did not understand what they read. In increasing the habit of reading, reading should be emphasized starting from childhood. Parental involvement has to be performed by all parents in their children education both at home and school [1] However, most of the present nowadays are only focused on their children achievement only at the pre-school or primary school level not at higher level like secondary schools or colleges. Reading motivation is one of 18 characters listed by the Ministry of

Education and Culture of the Republic of Indonesia. Loving reading is an important issue nowadays because overall, reading interest in Indonesia is still low. Reading habits that are done early can accelerate the formation of character as human beings who love reading, and character education like reading can be done through the habit of reading books by parents

According to Progress In International Reading Literacy study (PIRLS) 2011 was the international study about reading children in the world, Indonesia was on 41<sup>st</sup> of 45 countries in the world. Moreover in the Private Senior High School Of Patra Mandiri 2 Palembang most students only study English in their school.

Based on the explanation above, the writer was interested in conducting a study entitled "The correlation among parental involvement, reading motivation, and reading achievement of the tenth grade students of Private Senior High School of Patra Mandiri 2 Palembang". In this study, the writer would like to be conducted with more focus on the students' reading skill mastery and see whether or not there was a significant contribution of parental involvement, and reading motivation toward their reading achievement.

## LITERATURE REVIEW

Parents support is the most important to increase the students English reading skill because parents are the very first teacher for their children [2] Moreover, parents are the child's first educators and for the youngest age group. The family is the major school for them. [3] There are two kinds of parents' backing for their children, there are parents support their children and parents do not support their children [4] Family sets the pattern for social development and adjustment to form the attitudes and behavior habits as the first unit of the society [5]. Family and school and its partners are working together to help parents' to raise their children in a way that increase child well-being and children [6] At the family level, effective presenting support can help family well-being and reduce problems that might happen later on. In society, parenting supports can improve the well-being of communities and promote cooperation and solidarity. There are three types of parental involvement according to Epstein [7]

1. Parenting assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
2. Communicating. Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
3. Volunteering. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

It is necessary developing parental involvement because of the benefits that parental involvement gives [8] It gives so many benefits for their child. It includes :

1. Greater enrollment in higher education.
2. Incorporates higher test scores and grades
3. More positive attitudes and behavior, superior graduation rates
4. Better school attendance, greater completion percentage of homework

Motivation or the lack of motivation was a learned behavior Motivation was dependent on the student's perception of their own competence. If a student confident in his/ her abilities, then they were more likely to be motivated to engage in that task. In addition they discuss that intrinsic motivation tends to be more effective than a reward system (extrinsic motivation).

The most successful individuals were the ones who never stop learning and growing throughout their lifetime. Present, who exhibit a love and motivation for learning new things and exploring the world around them tend to nurture kids who place an intrinsic value on learning. It did not require an expenditure of money to demonstrate positive learning behavior. A present can take their children to local place and explore the environment, local landmarks and historic places within the town that they live. Children were innately curious

early in life, they were inquisitive and often ask questions about the different things that they see around them. To decrease the probability that at some point your child may grow out of that curious stage, present can demonstrate that even at their age they were still curious and fascinated by learning new things (Mc Closkey, 2018). Be woulding to learn enthusiastically with curiosity and let your child enjoy the experience with you, and you would promote a positive attitude towards learning for our child, and as a bonus, it doesn't cost anything.

## METHODOLOGY

This research was conducted in Senior High School of Patra Mandiri 2 Palembang. This research used correlation method. Correlation between the independent variables and dependent variable more phenomena. The relationship measurement was a statement about the degree of association between the variables of interest [9] The population of this research was the tenth grade students of private senior high school of Patra Mandiri 2 Palembang. Population was the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. ([10]. The data was analyzed by using descriptive statistic techniques. Descriptive statistic analyses would be used to describe research data; describe variant scores, respondents' characteristics scores for each variable by using mean, median, modus, standard deviation and variants for each variable.

This research aimed to analyze the between variable. In analyzing the data, the researcher would correlated  $\otimes$  product moment that developing Normality test and homogeneity test would be as pre-test. To measure the normality test would use kolmogrov-smirnov formula, and homogeneity test of variance used Lavene Statistics Test in SPSS 22.

In this study, the writer distributed two questionnaires to the students. They were parental involvement questionnaire and reading motivation questionnaire.

Reading motivation questionnaire used to measure student motivation in reading. In responding to the items, the students indicated whether they strongly agree (5), agree (4), neither agree or disagree (3), disagree (2), strongly disagree (1). The questionnaire for reading motivation was modified

Pearson Product Moment coefficient would be used to found out the s coefficient of the  $X_1$  (parental involvement) and Y (reading achievement);  $X_2$  (reading motivation) and Y (reading achievement); These calculations conducted by using SPSS 21. If the significance value (Sig. 2-tailed) was less than  $\alpha = 0.05$ , it mean that there would be a significant s between independent variable and dependent variable.

## FINDINGS AND DISCUSSION

**Table 1. The correlation among parental involvement, reading motivation and reading hieivement**

		Correlations		
		X1_Parent_Inv	X2_Read_Motiv	Y_Read_Ach
X1_Parent_Inv	Pearson Correlation	1	.604*	.505*
	Sig. (2-tailed)		.000	.000
	N	60	60	60
X2_Read_Motiv	Pearson Correlation	.604*	1	.514*
	Sig. (2-tailed)	.000		.000
	N	60	60	60
Y_Read_Ach	Pearson Correlation	.505*	.514*	1
	Sig. (2-tailed)	.000	.000	
	N	60	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

After calculating the result of test by using Pearson Product Moment in SPSS, it was found that the correlation value between parental involvement and reading achievement was 0.505 with sig value (2-tailed) was 0.000, which was lower than  $\alpha$  0.05 ( $0.00 < 0.05$ ). It could be concluded that, There was any significant correlation between parental involvement and reading achievement.

Then, the correlation value between reading motivation and reading achievement was 0.514 with sig value (2-tailed) was 0.000, which was lower than 0.05 ( $0.00 < 0.05$ ). There was any significant correlation between reading motivation and reading achievement.

Meanwhile, the correlation value between self-efficacy parental involvement and reading motivation was 0.604 with sig value (2-tailed) was 0.000, which was lower than  $\alpha$  0.05 ( $0.00 < 0.05$ ). It could be concluded that, there was any significant correlation between parental involvement and reading motivation.

According to the explanation above, it could be concluded that there was significant correlation among parental involvement, reading motivation and reading achievement.

Since there was correlation among the variables, the researcher tried to find out the contribution of independent variables to dependent variable. The summary of the contribution could be seen in Table 2 below.

**Table 2. The contribution of parental involvement and reading motivation to reading achievement.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569 <sup>a</sup>	.324	.300	10.232

a. Predictors: (Constant), X2\_Read\_Motiv, X1\_Parent\_Inv

Based on the result of multiple linear regression analysis, it was found that R square was 0.324, or it could be said that parental involvement and reading motivation contributed 32.4% to reading achievement. Table 3 below showed the influence of parental involvement and reading motivation to reading achievement.

**Table3. The influence of parental involvement and reading motivation to reading achievement.**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.787	11.449		1.990	.051
	X1_Parent_Inv	.267	.119	.306	2.239	.029
	X2_Read_Motiv	.419	.174	.330	2.412	.019

a. Dependent Variable: Y\_Read\_Ach

According to Table 3, the Sig value was 0.019 which is lower than 0.05, it means that there was significant influence of parental involvement and reading motivation to reading achievement.

**CONCLUSION**

From the study it can be concluded that (1) There was a significant correlation between parental involvement and reading achievement is 0.505 with  $r^2=0.255$ . It shows that the correlation between X and Y was high. It means that there is high correlation between parental involvement and reading achievement. From the table above the significant level was sig 0.000, consequently. (2) There was a significant correlation between reading motivation of the students of tenth grade students on their reading

comprehension achievement is 0.514. Then the significant level was sig 0.000, was lower than 0.05. Result from the hypothesis proved there was significant correlation between reading motivation ( $X_2$ ) and reading achievement (Y). The result of  $r_{xy} = 0.514$  with  $r^2 = 0.265$ . Then Sig value (2-tailed) was 0.000, which was lower than 0.05.

(3) The third correlation value between parental involvement ( $X_1$ ) and reading motivation ( $X_2$ ) was 0.604 with Sig value (2-tailed) was 0.000, which was lower than 0.05. In other word,  $H_03$  is rejected and  $H_a3$  is accepted. It could be considered that there was a significant correlation between parental involvement and reading motivation. Since the value of correlation was 0.604. The value of R square was 0.365, it shows that self-efficacy contributed about 36.5% to the reading comprehension achievement. It indicated high correlation between parental involvement and reading motivation. The correlation value between parental involvement ( $X_1$ ), and reading achievement (Y) was 0.505, at the same time reading motivation ( $X_2$ ) and writing achievement (Y) was 0.514 with both Sig values was 0.000, which were lower than 0.05. It could be concluded that  $H_04$  was rejected and  $H_a4$  is accepted, on the other words there was a significant correlation among parental involvement, reading motivation and reading achievement. Since both correlation values were 0.505 and 0.514. The value of R square was 0.324, it showed that parental involvement and reading motivation contributed about 32.4% to the reading achievement. Therefore, parental involvement and reading motivation influenced the students' reading achievement. This research found positive correlations among parental involvement, reading motivation, and reading achievement. As a result of these factors develop the level of students' reading score achievement. This study shows that these factors influence students' reading comprehension achievement in a good manner.

#### **AUTHOR CONTRIBUTION**

B.M.S designed study, performed the research, analyzed the data and wrote the paper. R.R and M read and approved the final manuscript.

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