

Correlations Of Reading Motivation and Engagement of Parents Towards Reading Comprehension Attainment: A Survey Research at SMA 3 Pangkalpinang

Zulfikri B. Rasuan¹

¹IAIN Syaikh Abdurrahman Siddik Bangka Belitung

Corresponding Author: Indrawati, email: zulfikribetyarrasuan@gmail.com

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ABSTRACT

This study examines the correlations between students' reading attitudes, reading motivation, parental involvement, and reading comprehension achievement. Using a quantitative research method, data were collected from 150 randomly selected eleventh-grade students (77 males, 73 females) at SMA N 3 Pangkalpinang during the 2019-2020 academic year. Questionnaires measured reading attitudes, motivation, parental involvement, and education, alongside a reading comprehension test. Results revealed a significant correlation between reading motivation and comprehension ($r = 0.424$). Extrinsic motivation showed a moderate correlation ($r = 0.599$, $p < 0.001$), while intrinsic motivation exhibited a low correlation ($r = 0.399$, $p = 0.016$). Findings suggest that extrinsic motivation has a stronger influence on reading comprehension than intrinsic motivation, with parental involvement also playing a role. Therefore, it answered the research that there was a relationship between reading motivation and Engagement of Parents Towards Reading Comprehension. For the details, the correlation of intrinsic motivation and reading comprehension is significant in 0,016 by the coefficient correlation 0,399 that considered as low correlation. In another side, the correlation of extrinsic motivation and reading comprehension is significant in 0,000 by the coefficient correlation 0,599 that considered as moderate correlation. It can be concluded that based on the data that was analyzed, the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other words, the contribution of reading motivation towards reading comprehension was not strongly significant for the second-year students of SMA N 3 Pangkalpinang.

1. INTRODUCTION

Parental involvement and support have long been recognized as pivotal factors in fostering an environment conducive to the intellectual and academic development of children. A rich

and stimulating home environment is often linked to greater academic success. Numerous studies highlight the advantages enjoyed by students raised by well-educated parents, who are more likely to provide the necessary resources and guidance to facilitate their children's academic achievements. For instance, Quilliams and Beran (2009) affirm that parental involvement in education contributes positively to student achievement. Similarly, the Department of Children's and Families (2007) emphasizes the significance of collaboration between parents and schools, particularly during a child's formative years, in ensuring academic success (Lunenburg & Irby, 2002).

Educated parents often demonstrate a clear understanding of their role in supporting their children's education, actively participating in both school-based and home-based educational activities. These parents tend to set higher educational expectations and invest more time, energy, and resources into their children's academic endeavors (Bandura et al., 1996; Yamamoto & Holloway, 2010). For example, Sureehkumar (2012) found that students from families with highly educated parents achieved better academic outcomes, partly due to the structured support provided at home, such as assistance with homework, the creation of study schedules, and the provision of supplementary academic activities. By maintaining regular communication with schools, educated parents further reinforce their children's learning and monitor their progress closely. These factors collectively contribute to better academic performance compared to students from less-educated families.

However, while the benefits of parental involvement are well-documented, certain studies reveal complexities that challenge these generalizations. For instance, less-educated parents may feel less confident in supporting their children's academic pursuits, often perceiving themselves as inadequately equipped to assist with schoolwork or interact with teachers (Zhan, 2005; Yamamoto, 2007). Despite these limitations, some research suggests that even minimal involvement, such as providing emotional encouragement or expressing interest in a child's education, can positively influence academic outcomes (Yamamoto & Holloway, 2010). Moreover, the relationship between parental involvement and student success may vary depending on cultural, socioeconomic, and institutional contexts, raising questions about the universal applicability of these findings.

In the context of SMAN 3 Pangkalpinang, there is limited research exploring how parental involvement intersects with students' reading motivation and its subsequent impact on reading comprehension attainment. While existing literature underscores the role of parental education and socioeconomic status, it often overlooks the nuanced interplay between intrinsic motivation, parental engagement, and student performance in specific domains like reading comprehension. This study seeks to fill this gap by examining the correlation between parental engagement, students' reading motivation, and their reading comprehension outcomes. Additionally, it aims to identify whether certain forms of parental involvement are more effective than others, thereby offering practical insights for educators and policymakers.

By addressing these gaps and challenging overly deterministic views of parental involvement, this research introduces a more nuanced perspective. It highlights the importance of understanding localized contexts and individual differences, ultimately contributing to a more comprehensive understanding of how to optimize student success in reading comprehension at SMAN 3 Pangkalpinang.

The purposes of this research are to explore whether students' reading attitudes, reading motivation, and parental involvement have significant correlations with students' reading comprehension achievement. Building on the findings highlighted in the introduction, this study seeks to determine if fostering positive reading attitudes and motivation among students, alongside enhancing parental engagement, can lead to measurable improvements in academic performance. Furthermore, it aims to evaluate the extent to which parental valuation of education influences their children's success.

By investigating these relationships, this research aspires to offer actionable insights into how both intrinsic and extrinsic factors contribute to reading comprehension attainment. If evidence confirms significant correlations among these variables, it could pave the way for further studies aimed at identifying practical strategies to enhance student outcomes. Specifically, this research could inform interventions that target improvements in students' reading habits and parental involvement, ultimately supporting better academic achievement in localized educational settings like SMAN 3 Pangkalpinang.

2. LITERATURE REVIEW

a. Student Reading Motivation

Research suggests that students' intrinsic motivation gradually declines from elementary school to high school (Unrau & Schlackman, 2006), resulting in students that may never reach their full literacy potential (Gambrell, 2011). Extrinsically motivated students are driven by external factors like social settings (Paige, 2011). Intrinsically motivated students, on the other hand, are driven by a desire for mastery, curiosity, and inquiry (Unrau & Schlackman, 2006). The phenomenon known as the "fourth grade slump" refers to students' waning interest in and motivation for reading. Although the phenomenon is accepted by researchers, its cause is greatly debated. Some scholars suggest it is because students make the shift from learning to read to reading to learn, another explanation has been that students begin to read more difficult texts, thus causing a decrease in pleasure and engagement (Kelley & Decker, 2009). Fox et al. (2010) identified the characteristics of good readers. First, competent readers, the researchers concluded, have a wealth of structured and interconnected knowledge about reading. Second, they engage in deeper meaning building and are reflective and evaluative. Last, competent readers can achieve in any academic domain because they are capable of reading complex texts to gather knowledge on a topic relatively new to them. Groenke et al. (2012) also conducted a study that examined the reading attitudes, dispositions, and motivations of 17 black middle school students. Contrary to what empirical research suggests, their findings showed that black adolescents do indeed read for rich and varied purposes.

b. Parent's role in child's achievement in school

Lawmakers recognize parent involvement as an essential tool in improving student performance in school. Federal legislation promotes school-home partnerships by incorporating parental involvement policies into education reform acts (Hawes & Plourde, 2005). Empirical research also suggests that parents play a key role in helping students learn to read (Mullan, 2010). Parents' support for reading is directly related to their adolescents' reading habits, motivation, and attitudes (Klauda, 2009). Mullan's (2010) study analyzed the reading habits of adolescents compared to the reading habits of their parents. The study examined how a parent's gender had a significant impact on an adolescent's reading habits. The results of the study suggested that there is a strong association between a mother's reading habits and a female child's reading habits and a father's reading habits had a significant association on a male child's reading habits.

Mullan (2010) concludes that parental engagement in reading activities had a significant influence on adolescent reading. Petscher (2010) reaffirmed that a parent's influence on a student's reading attitudes cannot be ignored. A student's self-beliefs are shaped by the student's environment, namely their home and classroom. Empirical research indicates that when a parent does not view their child as bright, the child's self-concept diminishes. Findings from empirical work suggest culture and race also plays a role in parental involvement and parenting styles. Cultural values and beliefs can have an effect on students' motivation to achieve (Unrau & Schlackman, 2006). Early development of positive attitudes towards reading appears to be vital, as reading motivation among students begins to decline (Petscher, 2010). A lack of parental involvement in a student's education can prove detrimental. This is especially true for economically disadvantaged black male adolescents. Hines and Holcomb-McCoy (2013) reveal that poorly educated black males are over represented in juvenile detention centers, prisons, and special education classes. They are underrepresented in high school honors and advanced classes as well as in higher education institutions. Moreover, black males are "chronically unemployed, and underemployed, are less healthy, and have access to fewer health care resources, die much younger, and are many times more likely to be sent to jail for periods significantly longer than males of other racial/ethnic groups" (Hines & Holcomb-McCoy, 2013).

Reglin, Cameron, and Losike-Sedimo's (2012) study examined the effectiveness of a parent support intervention program to improve parental involvement and students' scores in reading. The researchers randomly selected 30 parents of grade 7 students who failed an end of grade year test. The parents were encouraged to participate in a parent support intervention program. Participating parents learned support activities such as strategies to use at home to help a student prepare for a major test, questions to ask the student regarding classwork and behavior at school, effective listening strategies for the parent, and ongoing discussions with the student emphasizing the importance of attendance, were a few of the activities identified in the study as having a positive impact on improving student reading comprehension scores. The study revealed that parent support intervention models like the

one the researchers examined contributed to the enhanced reading skills of adolescents. The students' post-test results increased. The increase had a statistical significance of .05 at an alpha level.

3. METHODOLOGY

This research was about multiple correlation research. The writers distributed the questionnaires of reading attitudes and motivation, parental education and involvement, and reading comprehension test to know the correlations in reading comprehension to a group of students. There was no treatment or experiment of any kind to subjects. After that, the writers gained the data from the tests and were analyzed to see whether students' reading attitudes and motivation and parental education and involvement related to the ability of reading comprehension or not. The writers use quantitative method to analyze the result of research.

According to Ary et,all. (2010:148) population is defined as all members of any well-defined class of people, events, or objects. Other statement, Kothari (2004:55) claims that the definition of population of the research is all items in any field of a research study. Based on definition, the writers concluded that population is a number of groups interest to the researcher, a number of groups which they would like to make the results of the study to be reported. The total number of populations is 270 students of eleven class 2019-2020 academic year. But the researcher only took 5 classes. This population has been chosen because students in the eleven class have got English course in their school and they have enough experience with English as a foreign language in terms of language abilities and reading skills to practice reading in the classroom and/or outside the classroom. Sample of the Study In order to detect the sampling of the study, 150 students or 58% of population from eleven classes that were chosen with the random sampling method volunteered to participate in the research. The subjects were assured for the anonymity and confidentiality for their responses in the study. Of the total, 77 students were male and 73 students were female.

4. RESULTS AND DISCUSSION

This chapter presents the result of the research or finding and discussion. It discusses the findings which cover; the description of the data, the analysis of the data, the interpretation of the data and discussion. As it has been mentioned in the previous chapter, the sample was taken from 5 classes SMA N 3 Pangkal pinang eleven grade. The class consists of 30 students. So, in this research there are 150 students that was analyzed their scored in order to know whether there is any correlation between students' motivation in reading and engagement of parents towards.

In accordance with the purpose of the study, Pearson's Correlation Analysis was employed in the study in order to examine the data obtained in terms of some variables. Data were processed using the Statistical Package for Social Sciences (SPSS) and interpreted according to the objectives of the study. The results from data analysis were presented using

descriptive statistics. And then the researcher found out the students' ability in comprehending recount text at second grade of SMA N 3 Pangkal Pinang. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (TKJ1, TKJ2 and MO1.), the test tried out to some population that had been chosen as the tryout class (MO2, MC1 and MM/EL). The validity and reliability were known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the tryout test, there were 18 of 40 try-out items that rejected. The writer revised and substituted them. The test is reliable to give to sample class. The data from sample 31 class analyzed and categorized into eight categories. It also classified into three levels of motivation and five levels of mastery. In accordance with the purpose of the study, Pearson's Correlation Analysis was employed in the study in order to examine the data obtained in terms of some variables. Data were processed using the Statistical Package for Social Sciences (SPSS) and interpreted according to the objectives of the study. The results from data analysis were presented using descriptive statistics. Correlation, also called as correlation analysis, is a term used to denote the association or relationship between two (or more) quantitative variables. This analysis is fundamentally based on the assumption of a straight -line [linear] relationship between the quantitative variables. Similar to the measures of association for binary variables, it measures the "strength" or the "extent" of an association between the variables and also its direction. The end result of a correlation analysis is a Correlation coefficient whose values range from -1 to +1. A correlation coefficient of +1 indicates that the two variables are perfectly related in a positive [linear] manner, a correlation coefficient of -1 indicates that two variables are perfectly related in a negative [linear] manner, while a correlation coefficient of zero indicates that there is no linear relationship between the two variables being studied. Quantitative variables are measured on each member of a sample. If we consider a pair of such variables, it is frequently of interest to establish if there is a relationship between the two; i.e. to see if they are correlated.

The writer can categorize the type of correlation by considering as one variable increase what happens to the other variable:

- Positive correlation – the other variable has a tendency to also increase;
- Negative correlation – the other variable has a tendency to decrease;
- No correlation – the other variable does not tend to either increase or decrease.

Pearson's correlation coefficient is a statistical measure of the strength of a linear relationship between paired data. In a sample it is denoted by r and is by design constrained as follows $-1 \leq r \leq 1$. Furthermore:

- Positive values denote positive linear correlation;
- Negative values denote negative linear correlation;
- A value of 0 denotes no linear correlation;
- The closer the value is to 1 or -1, the stronger the linear correlation.

The objective of this research is to find out the students' ability in comprehending recount text at second grade of SMA N 3 Pangkal pinang. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (TKJ1, TKJ2 and MO1.), the test tried out to some population that had been chosen as the tryout class (MO2, MC1 and MM/EL). The validity and reliability were known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the tryout test, there were there were 18 of 40 try-out items that rejected. The writer revised and substituted them. The test is reliable to give to sample class. The data from sample class analyzed and categorized into eight categories. It also classified into three levels of motivation and five levels of mastery.

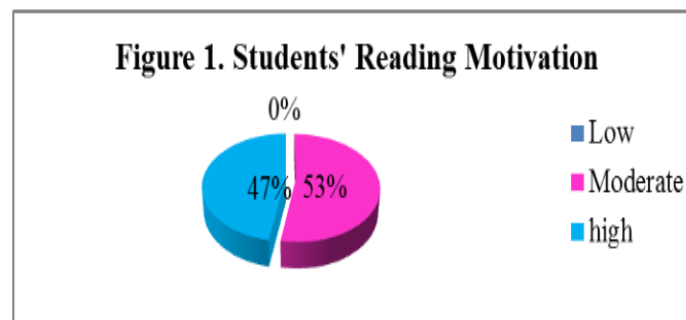


Figure 1 above shows the level of students' motivation on reading. The number of all respondent is 36 students. The students who have high motivation about their reading are 17 (47 %), the students who have average motivation about their reading are 19 (53 %) and there is no student who has low motivation in reading. According to the data presented on the table, it can be concluded that the first-year students of SMK SMA N 3 Pangkal Pinang have average to high level motivation about reading. However, it is dominant to average level because it is the highest percentage.

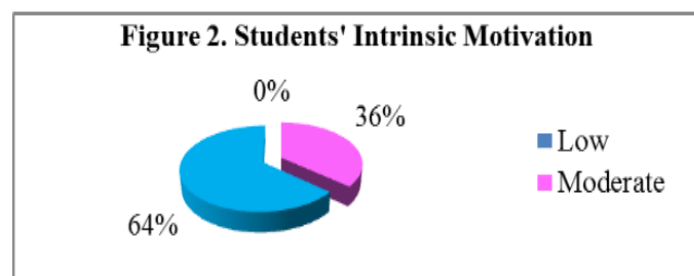


Figure 2 shows that there is no student who has low intrinsic motivation. There are 13 students in moderate level of motivation (36%) and 23 students in high level (64%). It can be said that the students' reading intrinsic motivation is determined as moderate to high intrinsic motivation.

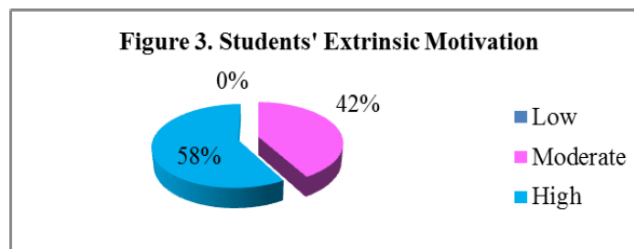


Figure 3 shows that there is no student has low extrinsic motivation in reading. Furthermore, there are 15 students who have moderate level of extrinsic motivation (42%) and there are 21 students have high motivation (58%). It can be said that the most of students has high level of extrinsic motivation.

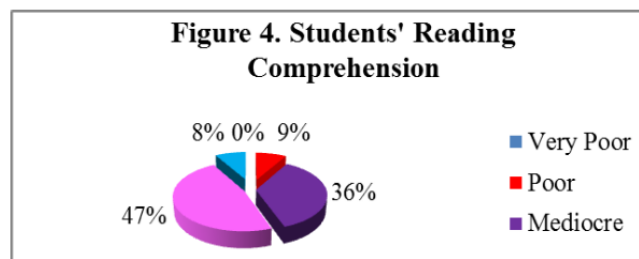


Figure 4 shows the level of the students' reading comprehension. The number of respondents are 36 students. There are 3 students (9 %) in the poor level, 13 students (36%) in mediocre level, 17 students (47 %) in good level, and 3 students in excellent level (8%). From 36 students, 30 students (mediocre- excellent) can be grouped as „be able“. More than a half of respondents have very good comprehension in reading, as presented in the table, 20 students (good- excellent) in reading comprehension level. They had good score in range 61-100 in scores. However, there are 2 students remain in poor level. The average score of the total students on reading comprehension was 64,4. It is implied that the students' comprehension in reading is in the good level.

Figure 5 Percentage of the cross-tabulation of the correlation between reading motivation and reading comprehension

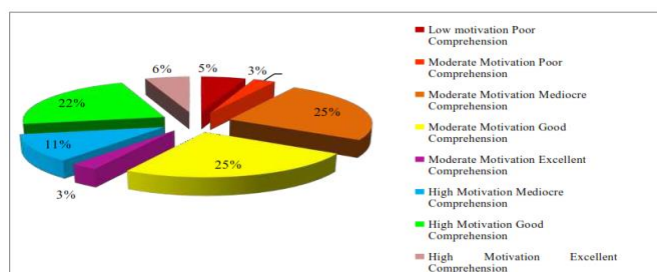


Figure 5 shows the cross-tabulation between Reading Comprehension and Reading Comprehension of the students. It indicates the correlation between the two variables. From the table, it is obtained that there is no student who has low level in reading motivation and very poor in reading comprehension (0%). The students who have low level in reading motivation and poor in reading comprehension are 2 students (5,55%). However, there is no student who has low level perception and mediocre to excellent in reading comprehension for each. Furthermore, there is no student who has average level in reading motivation and very poor in reading comprehension (0%). The students who have average level in reading motivation and poor in reading comprehension are 1 student (2,78 %). There are 9 students who have average level in reading motivation and mediocre in reading comprehension (25%). There are 9 students who have average level in reading motivation and excellent in reading comprehension (25%). The students who have average level in reading motivation and excellent in reading comprehension are 1 student (2,78 %).

Figure 6 The Percentage of Correlation between Intrinsic Reading Motivation and Reading Comprehension

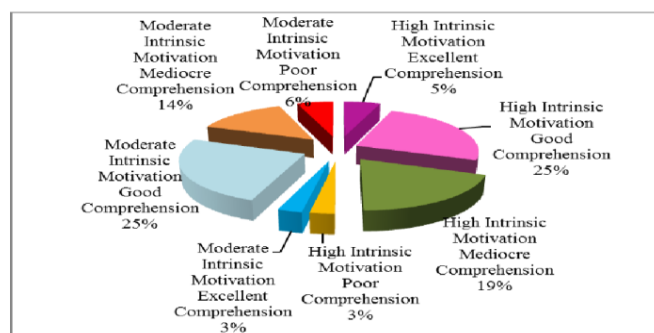


Figure 6 shows that the students who have high intrinsic motivation have some different level of comprehension, those are: 2 students (5%) excellent in reading comprehension, 9 students (25%) good comprehension, 7 students' mediocre comprehension, and There is only 1 student (3%) who has high level of intrinsic motivation in poor comprehension. In addition, there are some results from the students who have moderate level of intrinsic motivation, those are: 1 student (3%) who has moderate level of intrinsic motivation in excellent comprehension, 9 students (25%) good comprehension, 5 students (14%) mediocre comprehension. For the last, there are 2 students who have moderate level intrinsic motivation and have poor comprehension.

Figure 7 The Correlation Between Students' Extrinsic Reading Motivation And Reading Comprehension

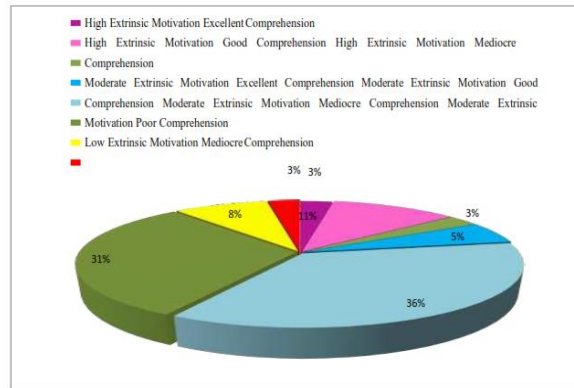


Figure 7 shows that there is some different comprehension of the students who have high level of extrinsic motivation in reading, those are: 1 Student (3%) excellent comprehension, 4 students (11%) good comprehension, 1 student (3%) mediocre comprehension. Furthermore, there are also some differences in reading comprehension of the students who have moderate level of extrinsic motivation, those are: 2 students (5%) in excellent, 13 students (36%) in good comprehension, 11 students (31 %) in mediocre, and 3 students (8 %) in poor comprehension. In addition, there is only 1 student (3%) who has low reading extrinsic motivation get mediocre reading comprehension.

Table 1 The cross-tabulation of the correlation between intrinsic, extrinsic reading motivation and reading comprehension

		Reading Comprehension	Intrinsic Motivation	Extrinsic Motivation
Reading Comprehension	Pearson Correlation	1	.399*	.559**
	Sig. (2-tailed)		.016	.000
	N	36	36	36
Intrinsic Motivation	Pearson Correlation	.399*	1	.804**
	Sig. (2-tailed)	.016		.000
	N	36	36	36
Extrinsic Motivation	Pearson Correlation	.559**	.804**	1
	Sig. (2-tailed)	.000	.000	
	N	36	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

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

In the table 1 shows that the correlation between intrinsic, extrinsic motivation of reading and reading comprehension is significant in 0,016, by the coefficient correlation for the intrinsic motivation is 0,399 that can be considered as low-level correlation and for the extrinsic motivation is 0,599. The coefficient correlation is in the moderate level. It shows that, the extrinsic motivation in reading has more role in student's motivation in the correlation with reading comprehension.

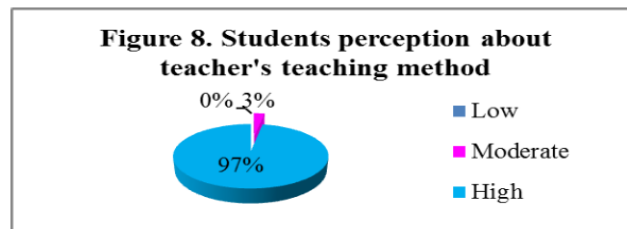


Figure 8 shows that 35 students strongly like the methods teacher uses to teach reading and they like it in the high level of perception. Besides that, in moderate level of perception, there is only 1 student who like the methods teacher uses to teach reading. Another description we see that there is no students who does not like the teacher teaching method, it can be seen that there is no students has low perception about the teacher teaching method. For the detail information, about what method is more dominant liked by the students, it will be shown in the following figure:

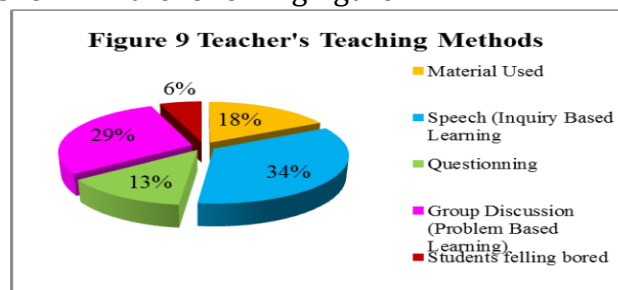


Figure 9 shows that all of the students 18% of students like the material used by the teacher that was taken from the students' handbook. Furthermore, 34% of the students like the way the teacher teach by speech in front of the class as one of the stages of inquiry-based learning. The next result shows that 13% like the teacher way to teach them by questioning-answering about the material taught. Moreover, 29 % of the students agree that the teacher can make the class enjoyable when the students doing group discussion as one of the stages in problem-based learning. The last results show that 6% of the students feel bored when study English. From the description above, it can be said that the teacher uses the students' handbook in taking reading material. It can also be said that the students more like their teacher to teach them by speech to explain the reading material than doing group discussion or classroom questioning.

5. Conclusion

After conducting the research entitled Correlation of Reading Motivation and Engagement of Parents Towards Reading Comprehension of the Second Year Students of SMA N 3 Pangkal Pinang some conclusions based on the Pearson Product Moment test, it showed that there is a correlation between reading motivation and reading comprehension of the second year students of SMA N 3 Pangkal Pinang. The coefficient correlation (obtained was 0,424. Therefore, it answered the research that there was a relationship between reading motivation and Engagement of Parents Towards Reading Comprehension. For the details, the correlation of intrinsic motivation and reading comprehension is significant in 0,016 by the coefficient correlation 0,399 that considered as low correlation.

In another side, the correlation of extrinsic motivation and reading comprehension is significant in 0,000 by the coefficient correlation 0,599 that considered as moderate correlation. It can be concluded that based on the data that was analyzed, the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other words, the contribution of reading motivation towards reading comprehension was not strongly significant for the second-year students of SMA N 3 Pangkal Pinang. Other results from the student's perception about the teacher's teaching method found out that they are more motivated if the teacher teaches them by speech as one of the stages of inquiry-based learning than teacher teaching by group discussion and questioning. And the last about the parent towards it was really influenced the student's ability in their reading comprehension.

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