

School Literacy Movement and Parents' Motivation on EFL Students' Reading Interest

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Abstract

This research aims to determine partial and simultaneous positive and significant positive effects between the school literacy movement and parents' motivation together on the reading interest. This type of research was ex post facto. The population of this research was 251 students and the sample was 70 students determined using random sampling technique. Data collection techniques using questionnaires and non-tests. The data were analyzed quantitatively using multiple regression tests, namely t-test and F-test. However, before the implementation of multiple regression tests, the prerequisite tests were implemented (the normality test, multicollinearity test, and heteroscedasticity test). The finding shows that school literacy movement and parents' motivation have positive and significant effects on reading interest. It can be concluded that the school literacy movement and parents' motivation affected the students' reading interests. The school and parents should empower the quality of the school literacy movement and parents' motivation to improve students' reading interests.

Keywords: School Literacy Movement; Parents' Motivation; Student's Reading Interest; EFL

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INTRODUCTION

Teaching English is a complex and multifaceted discipline that involves the imparting of language skills to students, with the goal of enabling effective communication in the English language. English language proficiency is not only important for communication but also for academic and professional success. English teachers play a crucial role in helping students develop their language skills, including speaking, listening, reading, and writing. Teaching English should be stratified as how the human learn language; starting from listening to speaking to reading and finally reading (Susila & Juniayanti, 2022). As the last skill acquired, reading is the fundamental skill to be mastered which is a contributive variable in the determination of learning achievement (Nuraini et al., 2023). Reading is an active, communicative, and interactive skill that leads to understanding,

communication, capacity building, critical thinking, and testing and assessment (Pandey, 2023). Furthermore, reading can improve students' understanding and thinking about particular information provided since most of the information presented is written (Rahmanita, et al., 2021).

Reading as a productive skill can be achieved by several strategies and learning methods. The teacher should be innovative in teaching reading skills; the students can be easily bored and lose motivation to acquire this skill. The reading skill can be taught by delivering the reading material as teaching material and asking students to analyze, find ideas, summarize, and express opinions about the reading topic. learning (Darmayanti, 2021). However, this skill is considered challenging and hard to acquire (Handayani, et al., 2022). It is due to the difficulty with vocabulary, language barrier, sentence structure, culture-related phrases, and anxiety related to unfamiliar texts (Noorezam et al., 2022). In teaching reading, students' interest is potentially related to reading achievement.

Reading interest plays a crucial role in motivating students to engage with and comprehend different texts. When students find a text interesting and relevant to their lives, they are more likely to actively participate in the reading process and develop a deeper understanding of the content (Wigfield, et al., 2016). Teachers should strive to provide a variety of texts that cater to students' diverse interests, whether it's fiction, non-fiction, mystery, fantasy, or biography. By offering a range of reading materials that align with students' interests, educators can foster a lifelong love of reading and promote academic success (Ryandani, et al., 2018). Additionally, incorporating student choice in reading materials can further enhance their interest and motivation to read.

Despite the exposure above, it is generally known that the condition of students' reading interest has not been encouraging. Reduced reading interest among students is a concerning issue in today's society (Wigfield, et al., 2016). Reading is considered a fundamental skill in achieving academic achievement (Juliari, et al., 2021). Based on preliminary observation, some students had a lack of interest in reading because of a lack of engaging and relevant reading material, disconnected reading instruction from content, tedious reading tasks, focus on formal criticism rather than personal reactions to the text and there is also a lack of attention from their parents. This contributed to the interest in reading has significant implications for students' cognitive and affective experiences with reading (Hidayat & Alifah, 2022). Therefore, it is considered important to research more deeply about efforts to foster students' interest in reading.

The school literacy movement is an initiative that aims to promote reading interest among students in schools (Hull & Schultz, 2001). It recognizes the importance of reading in enhancing students' academic success and overall development. The movement encourages schools to create a positive reading culture by providing students with a wide range of reading materials, organizing reading events and activities, and implementing strategies to cultivate students' reading interests (Nitiasih et al., 2022). This includes developing engaging reading programs, integrating technology and multimedia resources, and providing opportunities for students to share their reading experiences and recommendations with their peers.

The school literacy movement has become increasingly important in recent years, as educators and policymakers recognize the need to enhance students' reading skills and foster a

love of reading (Febriastuti, et al., 2021). This movement, initiated by the Ministry of Culture and Education, aims to improve students' competence in literacy and develop their understanding of various texts (Oktaviani & Sopiah, 2020). Furthermore, research conducted by Sari, et al., (2022) also showed that there is a significant influence between the school literacy movement and students' reading interests. In addition to the school literacy movement, students' reading interests can also be affected by parents' motivation. Wijayanto (2020) defines parents as the first personal formation in a child's life, and their parents' personalities, attitudes, and way of life are indirect elements of education that will enter into the person of the growing child.

According to Dalyono (2009), the form of parental attention as an encouragement or motivation for children's learning activities can be in the form of providing guidance and advice, giving rewards and punishments, meeting learning needs, and creating a calm, serene, and conducive learning environment. Parents' motivation plays a very important role in shaping students' reading interests. A strong interest in reading can be the basis for children's literacy development and academic achievement. Xia et al., (2019) noted the significance of parents' motivation in giving encouragement in the encouraging reading interest. Similarly, the results of research conducted by Mursalim, et al., (2020) showed that parents' motivation plays a big role in forming an interest in reading books in a student which if continued to be done will have a very good impact on the achievement and future of the student.

Based on the results of previous research (Hamzah, et al., 2023; Mursalim, et al., 2020; Sari, et al., 2022) that shows school literacy movement and parents' motivation potentially affect students' reading interest. In addition, the phenomena captured during preliminary observation strengthen the need to conduct the research. The population was tenth-grade students; it was chosen due to the position of this class as the broadening and deepening interest stage. It deals with encouraging analytical and reflective reading, exploring a range of perspectives, and developing critical thinking skills (Rosenblatt, 1988). To examine the effect of the school literacy movement and parents' motivation on the reading interest of tenth-grade students through research entitled "The Effect of School Literacy Movement and Parents' Motivation on Reading Interest of Tenth-Grade Students".

METHOD

Design

This research design is a quantitative study that aims to testify to the effect of the school literacy movement and parents' motivation on the reading interest of tenth-grade students. The type of research is an *ex-post facto* approach; it analyzed the cause of the school literacy movement and parents' motivation on reading interest.

Population and Sample

The population of the research was 8 classes; 251 students of tenth grade students. The sampling was chosen using random sampling techniques. It was administered because all the classes were equal to be selected randomly after the equivalent test. The random sampling test was carried out through a lottery; X1 and X8 were chosen.

Data Collection

The data were collected through observation, interview, and survey. The observation and interview were carried out to see the problems with the variables being studied, meanwhile, the survey was done to collect quantitative data on the school literacy movement, parents' motivation, and reading interest. The instruments were an interview guide, a field note, and questionnaires. The questionnaires have passed judges' content validity; the construct validity was conducted when the questionnaires were distributed. The reliability of the instrument was analyzed using Alpha Cronbach.

Data Analysis

The data were analyzed quantitatively using IBM SPSS 25.0. The analysis used inferential statistics; t-test, F-test, and effect size test. Before implementing the inferential test, the prerequisite test was implemented, namely the normality test, heteroscedasticity, and multicollinearity test.

FINDINGS AND DISCUSSIONS

The research was conducted from March to April 2024. The data were collected through distributing questionnaires to tenth-grade students. Before the hypothesis test, the prerequisite tests were implemented, namely the normality test, multicollinearity test, and heteroscedasticity test. The normality test found that the value of Asymp. Sig. (2-tailed) of 0.200. This shows that the value Asymp. Sig. (2-tailed) was greater than 0.05 ($0.200 > 0.05$), and obtained the value of Monte Carlo Sig. (2-tailed) value of 0.720. This shows the value of Monte Carlo Sig. (2-tailed) was greater than 0.05 ($0.720 > 0.05$). Therefore, it can be concluded that the data was normally distributed and fulfills the assumption of normality.

The next test carried out was the multicollinearity test to get tolerance and VIF values. The result shows that each independent variable has a tolerance value of more than 0.10 (tolerance score of school literacy movement and parents' motivation = 0.654) and there are also no independent variables that have a VIF value smaller than 10 (VIF score of school literacy movement and parents' motivation = 1.529). Therefore, the regression model was free of multicollinearity symptoms.

The last prerequisite test is the heteroskedasticity test; it is a regression model test tool to determine the variance inequality from the residual of one observation to another. Heteroscedasticity testing was done through the Glejser test. The sig. value of the school literacy movement was 0.432 and sig. parents' motivation was 0.476. This shows that both variables sig value > 0.05 , therefore this research does not exhibit symptoms of heteroscedasticity. Multiple linear regression analysis was used to obtain regression coefficients that will determine whether the independent variable (X) has a significant effect on the dependent variable (Y). In this research, the test was carried out with the assistance of the IBM SPSS 25.0. This analysis was intended to determine the relationship between variable X (school literacy movement and parents' motivation) and variable Y (reading interest) systematically expressed in statistical form. Multiple linear regression analysis in this research used a significance level of 0.05. Multiple linear regression analysis was carried out using IBM SPSS 25.0. The output of multiple linear regression test results can be seen in Table 1.

Table 1. Results of Multiple Linear Regression Test

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.984	1.736		567	.573
School Literacy Movement	.338	.073	.440	.621	.000
Parents' Motivation	.456	.101	.431	.526	.000

a. Dependent Variable: Reading Interest

Table 1 is the output of the multiple linear regression test of school literacy movement and parents' motivation for reading interest. The result of the analysis can be seen in two columns; t score and significant value. The interpretation of the effect can be defined as (a) the effect of the school literacy movement on the reading interest and (b) the effect of parents' motivation on the reading interest.

The effect of the school literacy movement on the reading interest

As presented in Table 1, the results of hypothesis testing show that the school literacy movement has a positive and significant effect on student reading interest, indicating that the value of t_{value} (4.621) was greater than the value of t_{table} (1.667). It can be interpreted that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The hypothesis testing can be seen in the following figure.

Figure 1. Areas of acceptance and rejection H_0 (Test t_{h1})

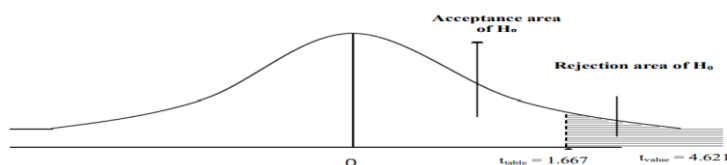
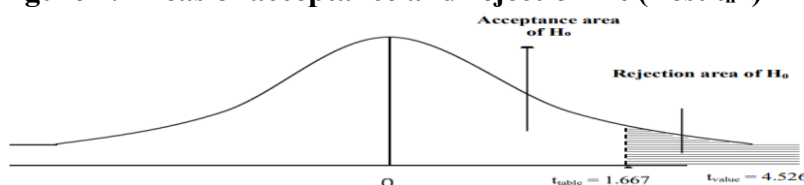


Figure 1 shows that the t_{value} is on the rejection area of H_0 ; it shows the positive effect of the school literacy movement on student reading interest. In addition, the significance of the effect can be seen from sig. value of school literacy movement on reading interest of $0.000 \leq 0.05$. This result means that the better the school literacy movement, the more the reading interest of tenth-grade students increases. Although it has a positive and significant effect, the overall indicators of the school literacy movement variable need to be further improved so that more optimal results can be obtained.

The effect of parents' motivation on the reading interest

As presented in Table 1, the results of hypothesis testing also show that the parents' motivation has a positive and significant effect on student reading interest indicated by the value of t_{value} (4.526) was greater than the value of t_{table} (1.667) than the null hypothesis (H_0) was rejected and accepted the alternative hypothesis (H_a). The hypothesis testing can be seen in the following figure.

Figure 2. Areas of acceptance and rejection H_0 (Test t_{h2})



In addition to testing significance with the provisions if sig. value (parents' motivation) of $0.000 \leq 0.05$. This result means that the better the parents' motivation, the more the reading interest of tenth-grade students increases. Although it has a positive and significant effect, the overall indicators of the parents' motivation variable need to be further improved so that more optimal results can be obtained. It can be concluded that there was a positive and significant effect of the parents' motivation on students' reading interests. Improving the quality of parents' motivation will increase reading interest.

The effect of the school literacy movement and parents' motivation on the reading interest

The effect of the school literacy movement and parents' motivation on the reading interest was measured through F-test. Based on the simultaneous significance test of the F-test was used to determine the significant effect of the school literacy movement (X_1) and motivation (X_2) together on the reading interest (Y) of tenth-grade students. This test was assisted by the IBM SPSS 25.0 to find the F_{value} and significance value. The *output* F-test can be presented in the table as follows.

Table 2. Results of F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	429.267	2	214.633	50.808	.000 ^b
Residual	283.033	67	4.224		
Total	712.300	69			

a. Dependent Variable: Reading Interest

b. Predictors: (Constant), Parents' Motivation, School Literacy Movement

Based on Table 2 above, the results of hypothesis testing showed that the school literacy movement and parents' motivation have a positive and significant effect on students' reading interests. It was indicated that the F_{value} of (50.808) was greater than F_{table} (3.13) ($F_{value} > F_{table}$). The distribution of F_{value} and F_{table} can be seen in the following figure.

Figure 3. Areas of acceptance and rejection H_0 (Test F)

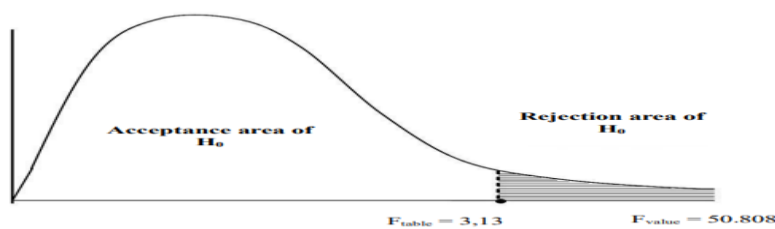


Figure 3 shows that the F_{value} was in the rejection area of H_0 . It can be stated that the independent variables positively affect the dependent variable. In addition, testing the significance value of 0.000 which was smaller than the α value (0.05). This result means that the school literacy movement and parents' motivation together can increase the reading interest of tenth-grade students. It is statistically proven that there was a positive and significant effect of the school literacy movement (X_1) and parents' motivation (X_2) on the reading interest (Y) of tenth-grade students.

As presented above, the school literacy movement (X1) and parents' motivation (X2) on reading interest (Y) of tenth-grade students. To assess the effect score, a determination test was implemented. The result of the determination test can be seen in the following table.

Table 3. Results of The Coefficient of Determination of the School Literacy Movement and Parents' Motivation on Reading Interest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.603	.591	2.055

Table 3 shows that the Adjusted R Square value (coefficient of determination) of the school literacy movement and parents' motivation variable on reading interest was 0.591. This means that the effect of the school literacy movement and parents' motivation on reading interest was 59.1%, while the rest was affected by other variables.

The statistical analysis of the school literacy movement and parents' motivation on students' reading interest shows positive and significant effects. The results of this research were in line with research conducted by Ulandari et al., (2023) which shows that there was a positive and significant effect of the school literacy movement on the reading interest. In addition, research conducted by Hemas et al., (2023) found the important of parents' role in developing children reading skills. The effect of the school literacy movement and parents' motivation can promote students' reading interest. Schools provide the necessary structure and resources, and parents provide emotional support and positive role models. By working together, these two variables can have a significant and sustainable effect on students' reading interests.

The result of this research implies the use of two potential variables, namely school literacy movement and parents' motivation to improve students' reading interest. Although reading interest does not directly quantify the success criteria or learning outcome; it contributes to academic success. It can moderate to achieve the learning objective. However, school literacy movement and parents' motivation are not the only variables that potentially affect reading interest. The determination test has found that 59.1% of reading interest is affected by school literacy movement and parents' motivation. Furthermore, other variables potentially affect the reading interest. Further research can be conducted to get an effective formula to improve reading interest.

Partially, this research assessed the effect of school on the students reading interest. The finding shows that the school literacy movement had a positive and significant effect on students' reading interests. Prihartini et al., (2023) confirmed that the school literacy movement contributes positively to students' reading interest. The school literacy movement was expected to improve school literacy tailored to student development, implement it in a balanced manner with various types of texts, and conduct integrated and comprehensive activities for each curriculum. Moreover, Febriastuti et al. (2021) found that the school literacy movement was impactful on students' reading interest. The results of the current study were also in line with research by Eryanti, et al., (2021) showing that the school literacy movement has a positive and significant effect on learning motivation and students reading interest. Based on these

results, the setting should strive to improve the school literacy movement to create student interest in reading.

Furthermore, this research investigated the effect of parent's motivation on students reading interest. The finding shows that there was a positive and significant effect of the parents' motivation on students' reading interests. Parents have an important role in improving students' interest in reading. Parents who are very interested in helping their children learn to read can help by providing positive support and motivation (Sayekti, et al., 2023). Strong motivation will be able to make children try harder to achieve goals. Parents can help children develop positive and sustainable reading habits by setting an example, providing access to reading materials, creating a supportive environment, and actively participating in children's reading activities. Student's reading interest is a strong desire from within a person, including an interest in reading activities, curiosity, and an internal drive to seek and understand information through written text (Pitoyo, 2020). Students can be said to have a high interest in reading if it meets several indicators, namely concentration of attention, use of time, reading motivation, emotions in reading, and effort to read (Rahmawati, et al., 2022). Students' interest in reading can be affected by various factors such as the school literacy movement and parents' motivation.

The school literacy movement has contributed a significant factor to students' reading interest. This program creates a positive reading culture and an ecosystem; tenth-grade students are in the phase of broadening and deepening interest stage since it deals with the development of critical thinking skills; the school literacy movement can facilitate it (Mayuni et al., 2020). Moreover, the school literacy movement enables students to access a wide range of books and reading material; it potentially contributes to students' reading interests. Various and interesting reading material is the factor that most influences students' reading interest (Hidayat & Alifah, 2022). This research was limited to the investigation of the effect of school literacy movement and parents' motivation on the reading interest of tenth-grade students in limited scope. Further research can be implemented in a bigger scope. In addition, the effect size of the constellation of the variables was 59.1%, while the rest were affected by other variables; such as reading material, teacher's competence, reading technique, and others.

CONCLUSION

The result of this research shows the positive and significant effect of the school literacy movement and parents' motivation on reading interest. In addition, the school literacy movement partially had a positive and significant effect on reading interest. Parents' motivation partially had a positive and significant effect on reading interest. Furthermore, it implies that the more effective the school literacy movement and parents' motivation, the greater reading interest will be. Due to the result, the parents should strengthen the motivation to support their children to establish their reading interests. Further research can investigate the effect of the variables in bigger scopes.

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