

# STUDENTS' READING MOTIVATION, READING ACHIEVEMENT AND PARENTS' ECONOMIC STATUS

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**Abstract:** The aims of this study were to find out whether or not there were significant correlations among each aspect of parents' economic status, students' reading motivation, and reading achievement. In addition, the contributions of parents' economic status and reading motivation to reading achievement were also investigated. One hundred twenty students were selected as the sample by using a purposive sampling technique. The data were collected by using a parents' socioeconomic questionnaire, a reading motivation questionnaire, and a reading test. Pearson product moment correlation and multiple regression analyses were applied to analyze the data. The correlation analysis showed that the aspects of parents' economic status: *parental income* ( $r=.546$ ), *property* ( $r=.294$ ), and *facilities at home* ( $r=.535$ ) were significantly correlated with *reading achievement*. However, only *parental income* (29.8%) and *facilities at home* (4.8%) gave significant contribution to reading achievement. Significant correlations also existed between *parental income* ( $r=.394$ ); *property* ( $r=.250$ ); *facilities at home* ( $r=.343$ ), and *reading motivation*, but only parental income gave significant contribution (15.5%). All the aspects of students' reading motivation were also significantly correlated with reading achievement, but only *self-efficacy* (18.15%) and *competition* (7.1%) that contributed significantly. The results of this study confirm the important role of parents' economic status in their children's reading motivation and reading achievement.

**Key words:** *parents' economic status, students' reading motivation, students' reading achievement*

Motivation is a very common concept that is regarded as important to start or to take an action and it is also a concept widely used in a variety of situations (Rahman, Jumani, & Basit, 2010). Choosri and Intharaksa (2011) found that there was a positive relationship between students' academic achievement and motivation. Rahman,

Jumani, and Basit (2010) also found that motivation was positively related to academic achievement of students, and it was an important component of teaching and learning process. Obviously, the role of motivation is very important for students' learning. In other words, students can be driven by

their motivation in attaining the best results of their learning.

Taking into consideration the importance of motivation in students' learning, it is worth saying that students' motivation for reading in English will help them attain a good achievement in English course. In other words, reading motivation plays an important role to support students' reading achievement. Barnes and Monroe (2011) found that students who consistently read for their own interest are often quite competent and are usually highly achieving readers. On the other hand, as Watkins and Coffey (2004) argue, without motivation even the advanced level readers hardly can be effective reader. According to Skaalvik (1997), student with lack motivation in reading spends less time practicing reading. Thus, if the students' motivation for reading is low, then it can cause them to suffer reading failure (Badariah, Noor, Yah & Adeena, 2011).

Students' reading motivation differs from each other. For example, some students read in order to finish the task given by their teacher, while the others are interested in the topic of the text. In relation to this, Winne (1985) proposes 'idealized reader' that is referred to one who feels competent and perceives reading as being personal value and practical importance. It means that they read not because they are told to, but because they want to. According to Gambrell, Palmer, Codling, and Mazzoni (1996, p.525), the reader who has intrinsic motivation for reading will enjoy and interact with the text.

Motivation to read independently appears to be a key component of reading success and should be a goal of reading instruction (Reed, 2005). Therefore, intrinsic motivation for reading can be defined as the enjoyment of reading activities for their own sake, which is consistent with the formulation

in self-determination theory (Ryan & Deci, 2000). Self-determination theory by Ryan and Deci (2000) is a theory of human motivation and personality, concerning people's inherent growth tendencies and their innate psychological needs.

In Indonesia, reading is an activity that the Indonesian high school students do in their English class. However, because students do not use English in their daily life, they may face problems in their to comprehend the texts. Therefore, they need motivation and support from their environment, for example from their family members. In this case, family members are referred to parents. Support from family can be in the form of school tuition fee and the availability of learning facilities such as text books, internet and additional courses (e.g., English course, Mathematic course).

For the students whose parents have adequate income, they can afford the learning facilities. Parents' financial support is the key for students to have the facilities. Previous studies showed that there was relationship between parents' economic background and students' academic achievement. For example, Saifi and Mehmood (2011) claim "the stable socioeconomic status of family reflects in the academic achievement of the students in many ways" (p. 127). Saifi and Mehmood (2011) further state, "the stable socioeconomic status of a family brings comfort, positive attitude and healthy environment which leads to high academic achievement of students" (p. 127). In other words, students would get a wide opportunity to develop their competencies if they are supported by the facilities provided by their parents.

The study conducted by Olayiwola, Salawu, Oyenuga, Oyekunle, Ayansola, Olajide, and Agboluaje (2011) found that "parental financial status had a significant positive relationship with the students' academic performance; the

better the parental background was, the better the results of the students' academic performance" (p. 397). Another study conducted by Fryer (2010) who got involved the students from 200 urban schools across three cities in the United States, found that incentives could raise achievement among even the poorest minority students in the lowest performing schools if the incentives were given for certain inputs to the educational production function. Darmadi (2006) who did his study in Sintang regency West Kalimantan and involved 76 families that have school-aged children as the participants also found "good socio-economic condition of parents motivated the children to increase their learning quality at school" (p. 50). In conclusion, as Shah, Atta, Qureshi and Shah (2012) claim, the socio-economics status of a family positively affects the academic achievement of their children.

As the smallest unit in a society, family conditions can influence children's development physically and mentally. In relation to this, availability of funds and facilities for supporting children's education should be considered by parents. It is worth saying that lower-socioeconomic of parents disadvantaged their children. By the time they enter school, children from socioeconomically disadvantaged families possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers (Heckman, 2008). Second, the study done by Young, Johnson, Hawthorne and Pugh (2011, as cited in Usher & Kober, 2012) found that students from families with high socioeconomic status tended to approach academic challenges with a greater sense of internal control over success than students from lower socioeconomic families. Suleman, Aslam, Hussain, Shakir and Nisa (2012) also found that students from low socioeconomic status have lower

academic achievement as compared to the academic achievement of students from higher socioeconomic status. The findings of these studies showed the importance of parents' economic status toward their children's academic achievement.

As previously described, parents' lower economic status affects students' learning. If this is the case, it is arguable to say that parents' higher economic status also affects students' learning. Wardani (2012) found that the students' learning outcomes were good and also be improved if their parents' social economic status was good. In line with this finding, Ahmad and Khan (2012) argued that children need sufficient facilities for their education, even their parents have to pay a high cost for that. Ahmad and Khan (2012) found that the majority of students, whose parents were well educated, had high social status in society, provided internet and other facilities at home, performed well in examination.

In relation to reading as one of the language skills in English, Kayongo, Certo, and Launcelot (2006) who did a study at some schools in Zimbabwe involving 2697 students found that parents' social economic status was a good predictor of students' reading achievement. Kayongo, Certo, and Launcelot (2006) also found that students' reading achievement is influenced by their parents' social economic status. Tarelli and Stubbe (2010) also argue that there is correlation between a family's socio-economic status, home literacy environment and students' reading achievement.

There are some findings which showed how economic status of parents correlated with their children academic achievement, especially in reading achievement. Another study done by Knight (2011) who found that students coming from a lower socio-economic status background would show less

reading achievement than their higher socioeconomic status peers. Therefore, it can be argued that economic status is a very important factor in supporting students' reading achievement.

At Madrasah Aliyah Qodratullah where the writer teaches, the students' National Examination score in English subject decreased for the last three years. In addition, the students' semester exam score also decrease, especially in reading part. Related to the economics condition of the students in Madrasah Aliyah Qodratullah, the income of the parents of the students is varied; some parents' incomes are high, while the others are moderate and low. Parents' incomes determine kinds of learning facilities that students have at home.

As previously discussed, parents' economic condition is very important to support the availability of fund for having learning facilities and paying school tuition fee. In relation to this, this study focused on finding out whether or not significant correlations existed among parents' economic status, reading motivation, and achievement of students of Madrasah Aliyah Qodratullah Langkan Banyuasin.

## RESEARCH METHOD

This study applied the correlation research method. The population consisted of 534 students of Madrasah Aliyah, PondokPesantrenQodratullah in Langkan (Banyuasin Regency) in the academic year 2013/2014. A purposive sampling technique was used to select 40 students of grade 10<sup>th</sup>, 40 students of grade 11<sup>th</sup>, and 40 students of grade 12<sup>th</sup>. Those 40 students were selected based on their reading score: 20 students were in the average level and 20 students were in high. The data were collected by using a reading test in the form of multiple choice and consisted narrative, recount, procedure, news item, descriptive, explanation, and

discussion texts. Information about parents' economic condition was acquired by distributing Parents Socioeconomic Questionnaire which was adapted from Indrawati (2009) and Maesaroh (2006). There were 10 items covered the three aspects of economic status.

**Table 1**  
**Parents Socioeconomic Questionnaire Items**

Aspects	No of items	Sample of Items
Parental income	2	<i>How much is your father's monthly income?</i>
Property	3	<i>What is/are communication device(s) that you have?</i>
Facilities at home	5	<i>What is the floor type of your house?</i>

To obtain information related to the students' motivation for reading, Motivation for Reading Questionnaire (MRQ) which was developed by Guthrie (2004) was used. There were 53 items, but the validity and reliability tests showed that 50 items were valid and reliable.

For the reading materials test, the writer used 14 texts consisted of 4 recount texts, 5 narrative texts, and 5 procedure texts for grade 10<sup>th</sup>. Then, for grade 11<sup>th</sup>, there were 6 news item texts, 3 recount texts, 5 descriptive text, and 8 narrative texts. There were 12 texts for grade 12<sup>th</sup> which consisted of 4 narrative texts, 3 discussion texts, and 5 explanation texts. The types of text were in line with the syllabus for each grade. Data were analyzed by conducting correlation and regression analyses.

## FINDINGS AND DISCUSSION

The sample students were asked to indicate their reading motivation and parents' economic status by completing questionnaires.

### The Results of Parents' Economic Status Questionnaire

The students' father and mother's income were varied. The highest percentage (44.2%) for father's income was between 1,500,000 to 3,000,000 million rupiah, while it was 500,000 to 1,500,000 million rupiah for mother's income (Table 2).

**Table 2**  
**Parents' Economic Status:**

Parental Incom	Students' Responses	No of Students/%
Father's income per month	>3000000	51(42.5)
	1500000-3000000	53(44.2)
	500000-1500000	15(12.5)
	<500000	1(0.8)
Total		120(100)
Mother's income per month	>3000000	11(9.2)
	1500000-3000000	35(29.2)
	500000-1500000	53(44.2)
	<500000	21(17.5)
Total		120(100)

#### Parents' Income

As shown in Table 3, most of the parents' economic status was in moderate and high level. Parents' economic status in terms of property showed that telephone and hand-phone were the communication devices that were commonly used.

**Table 3**  
**Parents' Economic Status: Property**

Property	Students' Responses	No of Students/%
Communication device(s)	Internet, telephone, and hand-phone	38/31.7
	Telephone and hand-phone	46/38.3
	Hand-phone	32/26.7
	Nothing	4/3.3
	Total	120/100
Parent's property/ies which is/are	Saving, Deposit, and gold	27/22.5
	Saving, and	40/33.3

more than Rp.500.000	gold	
	Saving only or gold only	43/35.8
	Nothing	10/8.3
Total		120/100
The size of parent's house and its yard	>1000m <sup>2</sup>	25/20.8
	200-500m <sup>2</sup>	64/53.3
	>200m <sup>2</sup>	28/23.3
	Nothing	3/2.5
Total		120/100

Parents' owned property comprised saving, deposit, and gold; saving and gold, and either saving or gold only. There were also students who mentioned that their parents did not own saving, deposit, and gold. Table 3 also shows the size of parents' house and the yard.

In terms of facilities at home (Table 4), 86 students (71.7%) stated that their parents' house used ceramic/murmur/granite for the floor and 99 students (82.5%) mentioned that their parents' house was permanent.

**Table 4**  
**Parents' Economic Status: Facilities at Home**

Facilities At home	Students' Responses	No of Students/%
Type of floor	Ceramics / Murmur/ granite	86/71.7
	floor tile	33/27.5
	Cement/bricks	1/0.8
	Nothing	0/0
Total		120/100
Type of house	Permanent	99/82.5
	Semi-permanent	18/15
	Wood	3/2.5
	Bamboo	0/0
Total		120/100
Main lighting	900watt – higher	63/52.5
	450watt	54/45.0
	Without electric meter (connect from the nearest next door)	3/2.5
	Non-electric	0/0
Total		120/100
Main fuel for cooking	Electric/ LPG 12kg	47/39.2
	LPG 3kg	64/53.3
	Kerosene	9/7.5
	Firewood	0/0
Total		120/100

Electronic appliance /s owned	Refrigerator, TV, Tape & Radio	109/90.8
	TV and Radio	11/9.2
	Radio	0/0
	Nothing	0/0
Total		120/100

Most of the students' house were also had the electricity with 900 watt and higher. The use of LPG as the energy source for cooking was also mentioned by 111 students (92.5%). One hundred nine students (90.8%) mentioned they had refrigerator, TV, Tape, and radio, while 11 students (9.2%) only had TV and radio.

### The Results of Students' Reading Motivation

The result of the descriptive statistics of students' reading motivation (Table 5) showed that 64.2% (N=77) of students had high *Self-Efficacy*, 53.3% (N=64) had high score for *Challenge*, 75.8% (N=91) had high score in *Work Avoidance*, and 56.7% (N=68) had high score in *Curiosity*. For *Involvement*, the highest score belonged to adequate category. These results showed that reading motivation of the students' was in high and adequate levels, suggesting that the students have a motivation to read.

**Table 5**  
**Aspects of Students' Reading Motivation**

Dimension	Categories	No of student	%
Self – efficacy	Very low	1	0.8
	Low	2	1.7
	Adequate	40	33.3
	High	77	<b>64.2</b>
	Very high	0	0
Total		100	
Challenge	Very low	0	0
	Low	4	3.3
	Adequate	52	43.3
	High	64	<b>53.3</b>
	Very high	0	0
Total		100	
Work avoidance	Very low	0	0
	Low	3	2.5
	Adequate	26	21.7
	High	91	<b>75.8</b>
	Very high	0	0

	Total	100	
Curiosity	Very low	0	0
	Low	1	0.8
	Adequate	51	42.5
	High	68	<b>56.7</b>
	Very high	0	0
	Total		100
Involvement	Very low	0	0
	Low	6	5.0
	Adequate	79	<b>65.8</b>
	High	35	29.2
	Very high	0	0
Total		100	

Table 6 presents the rest of the aspects of students' reading motivation. Similar to the result presented in Table 5, students' reading motivation questionnaire presented in Table 6 also show that the highest score of the students' responses was in adequate category.

**Table 6**  
**Aspects of Students' Reading Motivation**

Dimension	Categories	No of student	%
Importance	Very low	2	1.7
	Low	37	30.8
	Adequate	56	<b>46.7</b>
	High	25	20.8
	Very high	0	0
Recognition	Very low	0	0
	Low	12	10.0
	Adequate	67	<b>55.8</b>
	High	41	34.2
Grades	Very low	0	0
	Low	23	19.2
	Adequate	59	<b>49.2</b>
	High	38	31.7
	Very high	0	0
Competition	Very low	0	0
	Low	6	5.0
	Adequate	74	<b>61.7</b>
	High	40	33.3
	Very high	0	0

**Table 6 (cont.)**  
**Aspects of Students' Reading Motivation**

Social	Very low	0	0
	Low	8	6.7
	Adequate	71	<b>59.2</b>
	High	41	34.2
	Very high	0	0
Compliance	Very low	0	0
	Low	6	5.0
	Adequate	49	40.8
	High	65	<b>54.2</b>
	Very high	0	0

### The Results of Students' Reading Achievement

The results of students' reading achievement were varied and the highest score belonged to Moderate category, suggesting that students' reading skills were quite good.

**Table 7**  
**Students' Reading Achievement**

Reading achievement of the 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup>	Category	Range Score	No of student/%
	Very low	<40	
Low	41-55		16/13.3
Moderate	56-70		<b>68/56.7</b>
High	71-85		30/25
Very high	86-100		6/5

### The Correlation between Parents' Economic Status and Students' Reading Achievement

A significant correlation existed between parents' economic status and students' reading achievement ( $r=.618, .000<.05$ ). The aspects of parents' economic status also had significant correlations with reading achievement (Table 8).

**Table 8**  
**Correlations between Aspects of Parents' Economic Status and Reading Achievement**

Parents' Economic Status	Variable	r	Sig- (2-tailed)
Parental Income	Reading Achievement	.546**	.000
Property		.294**	.000
Facilities at Home		.535**	.000

The correlations are reasonable because parents' economic status determined kinds of facilities for the students' learning. Moreover, parents with higher economic status also have high expectation toward their children's achievement especially in reading. Therefore, the parents provide facilities for their children reading development and give appreciation for it. This finding is in agreement with Kayongo, Certo, and Launcelot (2006, p. 632), which reported that socio-economic status of parents is a good predictor of students' reading achievement.

A regression analysis was also conducted to see the contribution of each aspect of parents' economic status to reading achievement (Table 9). The contribution of the *parental income* to students' reading achievement was 29.8%. This suggested that having parents who could support their study financially play a very important role in helping students did better in their study.

**Table 9**  
**Contribution of Aspects of Parents' Economic Status to Reading Achievement**

Parents' Economic Status		R	R <sup>2</sup>	R <sup>2</sup> Change	Sig. F Change
Parental Income	Reading Achievement	.546	.298	.298	.000
Parental Income, Facilities at Home		.588	.346	.048	.004

Another aspect of parents' economic status, *facilities at home* also contributed (4.8%.) significantly. As described previously, higher income allows the parents to give a maximum attention to their children by providing sufficient facilities to acquire various reading material. In addition, students might need such facilities as internet to support their learning, for example, to

browse reading materials for their study.

### The Correlation between Parents' Economic Status and Students' Reading Motivation

A positive significant correlation existed between parents' economic status and students' reading motivation ( $r=.450$ ,  $.000 < .05$ ), suggesting that the better the parents' economic condition was, the better their children's reading motivation was. This is reasonable since parents with moderate and high economic status will be very attentive to the needs of learning for their children. Thus, the availability of the reading material would be a concern. Moreover, students are more interested in various reading material.

The regression analysis showed that only *parental income* that gave contribution to students' reading motivation (15.5%), while *property* and *facilities at home* did not (Table 10).

**Table 10**  
Contribution of Aspects of Parents' Economic Status to Reading Motivation

Parents' Economic Status	Reading Motivation	R	R <sup>2</sup>	R <sup>2</sup> Change	Sig. F Change
Parental Income		.394	.155	.155	.000

### The Correlation between Students' Reading Motivation and Reading Achievement

There was a significant correlation between the students' reading motivation and reading achievement ( $r=.545$ ,  $.000 < .05$ ). This suggested that the higher students' reading motivation was, the better their reading achievement. In other words, reading motivation give a support for the improvement of students' reading achievement.

In addition, positive significant correlations between each aspect of students' reading motivation and

reading achievement also existed (Table 11).

**Table 11**  
Correlation between Aspects of Reading Motivation and Achievement

The results of regression analysis to see the contribution of each aspect of

Students' Reading Motivation	Variable	r	Sig.(2-tailed)
Self-Efficacy	Students' Reading Achievement	.425**	.000
Challenge		.222**	.000
Work Avoidance		.297**	.000
Curiosity		.122**	.001
Involvement		.272**	.000
Importance		.234**	.001
Recognition		.179**	.001
Grades		.190**	.000
Competition		.302**	.000
Social		.175**	.001
Compliance		.235**	.000

reading motivation and achievement was conducted (Table 12).

**Table 12**  
Contribution of Aspects of Reading Motivation and Achievement

Reading Motivation		R <sup>2</sup>	R <sup>2</sup> Change	Sig. F Change
Self-Efficacy	Reading Achievement	.181	.181	.000
Self-efficacy, Competition		.252	.071	.001

From eleven aspects of reading motivation, there were only two aspect contributed to reading achievement. *Self-efficacy* contributed 18.1%, while *competition* was 7.1%. It may happen because the students who have *self-efficacy* possess a strong belief and work harder to accomplish their reading task. Additionally, *competition* also contributes to the students' reading achievement. It is reasonable since the students are more enthusiastic and more active to read both in the classroom and outside the classroom. Therefore,



maximum effort will be performed by the students for a better achievement.

Meanwhile, the contribution of parents' economic status toward students' reading achievement was 26.6%, while the contribution of students' reading motivation toward students' reading achievement was 7.1% (Table 13).

**Table 13**  
**Contribution of Parents' Economic Status and Reading Motivation to Achievement**

Model	Variables	R <sup>2</sup>	R <sup>2</sup> Change	Sig. F Change
1	Parents' Economic Status	.265	.265	.000
2	Parents' Economic Status, Students' Reading Motivation	.336	.071	.001

As a whole, the contribution of the parents' economic status and students' reading motivation to the students' reading achievement was 33.6%, suggesting that 66.4% were contributed by other factors that were not included in this study.

## CONCLUSION

The following conclusions can be drawn based on the findings of this study. First, parents' economic status is correlated positively with the students' reading achievement. In other words, the better the parents' economic status, the greater the students' reading achievement will be. Second, parents' economic status is correlated positively with students' reading motivation. Therefore, it can be said that the better the parents' economic status, the higher the students' reading motivation will be. Third, students' reading motivation is also correlated positively with the students' reading achievement. In other words, the higher the students' reading motivation, the greater the students'

reading achievement will be. Fourth, parents' economic status and students' reading motivation give a high contribution to the students' reading achievement.

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