

## The Influence of Home Literacy Environment on Reading Motivation in Middle Childhood

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### Abstract

Nowadays, children spend more time in front of the screen (television) than reading books and completing reading. The main aim of this research is to determine the influence of the home literacy environment on reading motivation in middle childhood. Respondents in this study totaled 270 people. The sampling method used was purposive sampling. Data were analyzed using simple regression via the SPSS 21 for Windows program. The research results obtained  $R^2 = 0.093$  ( $p = 0.000$ ) for the influence of the home literacy environment on intrinsic reading motivation. Meanwhile, for the influence of the home literacy environment on extrinsic reading motivation,  $R^2 = 0.123$  ( $p = 0.000$ ). This means that the home literacy environment has a significant effect on the dimensions of intrinsic reading motivation and extrinsic reading motivation in middle childhood. The results imply that children who have more opportunities to engage in reading activities at home tend to have more positive views about reading and are more involved in reading activities.

### Keywords

Home literacy environment;  
reading motivation; middle  
childhood



## I. Introduction

Reading is an aspect that is very necessary in human life. Remembering that reading has a strong role in lifethen humans must have the ability to read. Based on the findings from Ku & Ho (2010), it shows that reading ability is positively related to critical thinking skills and the ability to infer meaning. Other findings state that individuals with a high level of reading ability tend to have good academic achievement and social skills (Fleming, Dolan, & Frith, 2012; Frith, 2012; Zimmerman, 1995). Bowman & Bowman stated that reading is an appropriate means to promote lifelong learning (inRamadhani, Azwandi and Martias, 2013).

Gambrell (in Moomaw, 2013) said that building knowledge, forming motivation, reading experience, and reading achievement are important for school-age children. This is because at school age you candirecting children to become successful readers. This age also includes a critical period where children need to be motivated in directing and developing reading effectively. Research results show that children at this age are less likely to use book reading as entertainment in their daily lives with a percentage of 22% (Scholastic & Yankelovich, 2008). Then, the percentage related to understanding that reading as entertainment is important is 68%.

As kIn reality, reading activities tend to decline among school-aged children. The results of a survey from the Central Statistics Agency (BPS) regarding the comparison of interest in reading and interest in watching in Indonesia (Destiani, 2015), stated that interest in reading in Indonesia has decreased over three consecutive years while interest in watching has shown the opposite, as seen in the percentage of existing data. , including in

2006 the percentage of interest in reading was 23.46% while interest in watching was 85.86%, in 2009 the percentage of interest in reading was 18.94% while interest in watching was 90.27% and in 2012 the percentage of interest in reading was 17.66% while interest in watching was 91.67%. Interest in watching is dominated by children aged ten years and over.

Furthermore, the research results from *United Nations Educational, Scientific and Cultural Organization* (UNESCO) states that Indonesian children read as many as 27 book pages in one year (Destiani, 2015). In other words, they need time to read 1 page of the book for 15 days or more. This can be compared to time spent watching TV. A comparison between Indonesia and other countries, namely that in Indonesia alone they spend at least 300 minutes watching TV per day, whereas in America it is only 100 minutes per day and even in Canada it is only 60 minutes per day. This condition illustrates that children are less motivated to read and prefer activities that are less useful.

Then, there are also those who don't want to read even though they have adequate capacity. As stated by Alvermann (2003), one of the factors that most disturbs the field of education today is aliteracy, where someone has the capacity to read but chooses not to do so. One of the keys to reading is motivation (Fullerton-Rawlins, 2006). This is because reading is an activity that can be chosen to do or not to do. According to Sardiman (2005), reading motivation refers to the overall driving force that exists in an individual to generate, ensure continuity and provide direction to reading activities, so that it is hoped that the goal will be achieved. Reading results will be more optimal if you have strong motivation, because the more appropriate the motivation, the more successful the reading activity will be.

McGeown (2013) suggests that reading motivation is divided into two dimensions, namely intrinsic reading motivation and extrinsic reading motivation. Indicators of intrinsic reading motivation, namely curiosity, involvement and preference for challenges. Meanwhile, the indicators for extrinsic reading motivation are competition, recognition, value, obedience and social. These two dimensions were adapted from Wang & Guthrie (2004). Individuals who are intrinsically motivated tend to learn to be deeply involved in their activities and spend a lot of time and energy on these activities (Ryan & Deci, 2000; Wigfield & Guthrie, 1997). Paterson & Elliot (2006) argue that reading activities carried out based on one's own choice are useful for developing critical thinking skills as well as just for fun.

In contrast, individuals who are extrinsically motivated tend to carry out certain activities to obtain some benefits, such as rewards (Wigfield, Guthrie, Tonks & Perencevich, 2004). Gambrell (2004) added that individuals who are motivated to read can activate the ability to imagine and think creatively and critically. Then, indications of reader involvement can be seen from the extent to which the individual is motivated, knowledgeable, strategic and socially interactive (Gambrell, 1996). Someone chooses to read for various reasons, such as basic abilities they have or as a form of learning and understanding (Nestle Family Mentor, 2003).

Individuals who have the will and choose to carry out reading activities tend to be motivated by personal reasons, such as curiosity, involvement, mutually influencing social relationships and emotional satisfaction (Gambrell, Palmer, Codling, & Mazzoni, 1996). Ulper (2011) suggests that there are several factors that can influence reading motivation, including teachers, family members, friends, type of reading, environment and involvement in activities. Baker & Scher (2002) also emphasized that the home environment is one of the factors that can influence reading motivation. Kim (2004);

Strommen & Mates (2004) argue that the values embedded in the home and the support from parents can have a profound effect on reading abilities from children to adults.

According to Roberts, Jurgens & Burchinal (2005) experience, attitudes and availability of resources related to reading activities and interactions in the home environment are elements that form the home literacy environment. Several experts conclude that the home literacy environment includes social interactions between parents and children, children's initiation of activities, and parental modeling in reading activities (Burgess, Hecht & Lonigan., 2002; Umek, Podlesek, & Fekonja, 2005; Van Steensel, 2005; 2006; Wood, 2002). The home literacy environment consists of 3 components (Cunningham, 2009), namely limiting home literacy environment, passive home literacy environment and active home literacy environment. McQuillan & Au (2001) say that a home literacy environment can create interest in reading, create more motivation and have a greater contribution to reading activities. Home literacy environment has a positive correlation with extrinsic reading motivation (Law, 2003).

Based on from the previous explanation, it can be concluded that the phenomenon and the two variables are in line and interrelated. Therefore, this research wants to see the extent of the influence of the home literacy environment on reading motivation in middle childhood.

## **II. Research Methods**

### **2.1 Procedure and Participants**

In this study, the number of samples taken was:270 people. The characteristics of the participants in this study were children aged 9–11 years who were currently attending school and in grades 3, 4 and 5 of elementary school. There were 131 male participants and 139 female participants. The sample is representative of parts of West Java. The sampling technique used in this research is non-probability sampling, especially purposive sampling. Then, data is analyzed using techniques Simple Regression via SPSS 21 for Windows software.

### **2.2 Instrument**

#### **a. Reading Motivation**

Reading motivation measured using a reading motivation scale that was prepared by himself based on theory from McGeown (2013) based on the dimensions of extrinsic and intrinsic reading motivation. The form of measurement scale in this measuring tool is a Likert scale with 30 items with 24 valid items and a Cronbach's alpha coefficient of 0.893 on the intrinsic reading motivation dimension. Meanwhile, in the extrinsic reading motivation dimension, the number of items is 30 items with 27 valid items and a Cronbach's alpha coefficient of 0.939. The responses used were strongly disagree with a score of 1, disagree with a score of 2, agree with a score of 3, and strongly agree with a score of 4. Each respondent was asked to give a score of 1 if they strongly disagree and a score of 4 if they strongly agree. To test the validity and reliability of this instrument, corrected item-total correlation and internal consistency techniques are used.

#### **b. Home Literacy Environment**

Home literacy environment measured using the home literacy environment scale adapted from Gina B. Thomason (2008) based on the components of the home literacy environment according to Cunningham (2009). The form of measurement scale in this measuring instrument is a Likert scale with a total of 20 items with 17 valid items and a

Cronbach's alpha coefficient of 0.881. The responses used were never with a score of 1, once or twice a month with a score of 2, once or twice a week with a score of 3, and every day with a score of 4. Each respondent was asked to give a score of 1 if never and a score of 4 if every day. Apart from that, the responses used were not enjoying it at all with a score of 1, not enjoying it at all with a score of 2, enjoying it with a score of 3, and really enjoying it with a score of 4. Each participant was asked to give a score of 1 if they didn't enjoy it at all and a score of 4 if they really enjoyed it. To test the validity and reliability of this instrument, corrected item-total correlation and internal consistency techniques are used.

### III. Results and Discussion

#### 3.1 Regression Test

To answer the research hypothesis, statistical calculations were carried out first. The results of data processing in the regression test The results obtained are listed in the following table.

**Table 1.** Regression of Home Literacy Environment on Reading Motivation

Variable	R Square	Sig.
HLE→IRM	0.093	0,000
HLE→ERM	0.123	0,000

The regression test in the table above shows that *home literacy environment* has a significant effect on intrinsic reading motivation ( $R^2 = 0.093$ ;  $p = 0.000$ ). This means that the amount of influence exerted is 9.3% and the remaining 90.7% is influenced by other factors. Based on the calculation results obtained, it can be concluded that because the significance value is smaller than 0.05,  $H_0$  is rejected.

Furthermore, the results show that the home literacy environment has a significant effect on extrinsic reading motivation ( $R^2 = 0.123$ ;  $p = 0.000$ ). This means that the amount of influence exerted is 12.3% and the remaining 87.7% is influenced by other factors. Based on the calculation results obtained, it can be concluded that because the significance value is smaller than 0.05,  $H_0$  is rejected. Based on the calculation results, it can be concluded that the home literacy environment has a significant effect on the dimensions of reading motivation, both intrinsic reading motivation and extrinsic reading motivation in middle childhood.

#### 3.2 Discussion

The results obtained are that the home literacy environment has a positive and significant effect on intrinsic reading motivation in middle childhood. Referring to the results obtained, it can be assumed that respondents tend to display a positive attitude towards reading activities, such as reading for personal enjoyment and is also supported by the availability of reading sources at home. Apart from that, the environment and interactions with family members at home regarding reading activities function effectively and optimally. This is confirmed by Rowe's (1991) statement that children from more supportive environments tend to display more positive attitudes towards reading and support the view that enjoyment is the main reason for reading. This reason is also included in internal encouragement.

The results also show that the home literacy environment has a positive and significant effect on extrinsic reading motivation in middle childhood. It can be said that

family members and the home environment can be used as incentives for someone to read. Apart from that, reading activities can also be used as an activity of choice to fill free time. As stated by Bus, Ijzendoorn & Pellegrini (1995), parents tend to give strong encouragement to children to fill their free time with positive activities, such as reading. Research results show that parents can influence the habits of school-age children regarding reading activities, especially during free time, by 70% (Hughes-Hassell & Rodge, 2007).

This condition also tends to be influenced by the emotional quality that exists between parents and their children, especially in literacy activities. For example, doing reading activities together while at home. This activity will also create a deeper closeness between parents and children. As stated by Sonnenschein & Munsterman (2002), the emotional quality related to interactions between family members in reading activities can be a strong factor in reading motivation.

Overall, the results obtained support the statement of Baker & Scher (2002), the home environment is one of the factors that can influence reading motivation. Ulper (2011) also states that the environment and family members are factors that can influence a person's reading motivation. However, it is also important to know other external factors, such as teachers, types of reading, friends and involvement in activities.

#### IV. Conclusion

It can be concluded that the research results obtained  $R^2 = 0.093$  ( $p = 0.000$ ) for the influence of the home literacy environment on intrinsic reading motivation. Meanwhile, for the influence of the home literacy environment on extrinsic reading motivation,  $R^2 = 0.123$  ( $p = 0.000$ ). This means that the home literacy environment has a significant effect on the dimensions of intrinsic reading motivation and extrinsic reading motivation in middle childhood. The results imply that children who have more opportunities to engage in reading activities at home tend to have more positive views about reading and are more involved in reading activities.

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