

The influence of the parents' educational background, reading attitude, and reading activities at home on the reading achievement of the Indonesian students: findings from PIRLS 2011

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ABSTRACT

Based on the results of the countries throughout Europe and Asia, the role of the family in the literacy achievement of the students becomes the main factor behind the success of the students' literacy. In relation to the statement, the results of the previous studies show that the dominating factors from the family are the parents' educational background and the parents' reading activities at home. Departing from the results of these studies, the current study strives to investigate the influence of the parents' educational background, reading attitude, and reading activity on the achievement of the students' literacy by using the data of the 2000 fourth-grade students taken from the International Reading Literacy Study (PIRLS) 2011 in Indonesia. Analysis data was used multivariate analysis in the form of structural equation modelling (SEM) under Lisrel with the fitness model criteria. Then, the data are gathered by using the questionnaire that parents and students complete and the test of students' literacy achievement in the form of PIRLS. The indirect effect was mediated by parents' reading attitudes and reading activities at home with weak results. Based on the research findings, the researchers discussed suggestions related to reading research in Indonesia.

Kata Kunci: multivariate analysis, parent's educational background, PIRLS, parents' reading attitude, students' literacy achievement