
Adolescent Reading Literacy in View of Family Support and Reading Duration in Middle School Students

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Abstract

Literacy is an important skill and relates to the ability to listen, speak, write, and count. This study aims to analyze the influence of family support and duration of reading on adolescent reading literacy. This study uses a quantitative survey approach research design. The number of samples in this study were 127 students through cluster random sampling method. Data analysis was carried out in several stages, namely data coding, SPSS analysis, namely inference test, normality test, correlation test, and multiple linear regression test. The results showed that the dominant (36.2%) subjects were 14 years old. As many as (30.7%) are 15 years old. The results showed that half (50%) of the research subjects read books for entertainment several times a year. The results showed that the majority (68%) of the study subjects had moderate reading duration and the family support given to the sample was very high (93%). The results of the study also show that family support and duration of reading affect adolescent reading literacy. The result of this study have implications for parent mindset to support literacy from an early age and adolescent to read more frequently.

Keywords: adolescent reading literacy, family support, reading duration, middle school student

Abstrak

Literasi merupakan keterampilan penting dan berkaitan dengan kemampuan mendengarkan, berbicara, menulis, dan menghitung. bagi remaja. Penelitian ini bertujuan untuk menganalisis pengaruh dukungan keluarga dan durasi membaca terhadap literasi membaca remaja. Penelitian ini menggunakan desain penelitian kuantitatif pendekatan survei. Jumlah sampel pada penelitian ini adalah 127 siswa melalui metode *cluster random sampling*. Analisis data dilakukan dengan beberapa tahap yaitu koding data, analisis SPSS yaitu analisis inferensia, uji normalitas, uji regresi berganda. Hasil penelitian menunjukkan bahwa dominan (36.2%) subjek berusia 14 tahun. Sebanyak (30.7%) berusia 15 tahun dan (11.8%) berusia 11 tahun. Hasil penelitian menunjukkan (68%) subjek penelitian memiliki durasi membaca sedang dan dukungan keluarga diberikan kepada contoh sangat tinggi (93%). Hasil penelitian juga menunjukkan bahwa dukungan keluarga dan durasi membaca berpengaruh terhadap literasi membaca remaja. Hasil penelitian ini memiliki implikasi bagi orang tua untuk mendukung literasi sejak dini dan bagi remaja untuk lebih sering membaca.

Kata kunci: dukungan keluarga, durasi membaca, literasi membaca remaja, siswa SMP

Introduction

Reading literacy are formed in a long process where the family environment introduced and provided a book from childhood to adulthood. Reading interest is established of childhood habits, therefore parents need to establish early literacy. The government needs to support people's reading literacy because it affects the development of a nation.

Literacy is an essential skill that needs to be developed and the government strongly supports the program. Government support as a policy, Bondowoso District Government issued the PERDA 2021 on the procurement of libraries in the form of village and town libraries and school libraries, to increase reading interest and help sources of information. The Independent Provincial Government (Pemprov) team studied that the reading interest East Java People increased East Java people from (62.37%) in 2019 to (63%) in 2022 (Samsudi, 2021). The results of community service activities show that the bondowoso district did the literacy program in in the villages of Penambangan whether it was not optimal (Parsetyowati et al., 2022). The teacher who coached literacy activists at SMP X did in an early interview on 1 February 2022 which stated that the literacy of young students at SMP X was still low at (25%).

Literacy is an important mastery for Indonesian people for the successful development of Indonesia in the 21st century. Literacy consists of five dimensions, namely reading and writing literacy, numeracy literacy, science, digital, financial, and culture and citizenship (Atmazaki et al. 2017). The result of previous research showed that literacy skill increased creativity, provided experience and knowledge, and created character education so that it has good competitiveness (Esmaeeli, 2023).

Parental participation at home and the duration of reading play a role in the development of children's literacy. This is in line with the results of Hindin's research and Paratore (2007) which shows that children who often get support from their parents experience fewer errors in reading. Research on 198 children studied from the age of 2 to 15 years with dyslexia risk and non-dyslexia risk groups by Torppa et al. (2022) shows that literacy at home makes literacy skills better and the activity of reading books with parents is also able to develop vocabulary and motivate them to read. Parents who expose their children to the world of literacy by providing children's books at home or access to a library helps children to interest in reading (Stiff, et.al 2023).

Bronfenbrenner's Ecological Systems Theory reinforces the importance of the role of parents as a microsystem to create children's literacy. Bronfenbrenner's Ecological Systems Theory illustrates that child ecology has a set of environmental levels (Etheikal & Mahoney, 2017). Family is a system unit where there are roles and functions that affect each other. (Cox, 2006). Family social support is an information, reward, emotional, and instrumental supports where Informational support provided in the form of positive expressions of respect by the family member (Aprilianto et al., 2021). Parents can create a literacy environment from birth by getting used to reading books and chatting through several methods, because in the first 1000 days of life a child's brain and language development develop rapidly (Hidayat & Fitria, 2021). Therefore, parents play a very important role in introducing literacy from the beginning of life.

The Research on 10th grade students at Al-Wasilah Vocational High School, shows that the duration of reading without pictures greatly influences students' better understanding of financial literacy (Ningsi et al., 2021). The results of this study also prove that students can achieve high scores if they read at least 36 minutes per day and

get a perfect score with a reading duration of 49 minutes per day (Ningsih et al. 2021). The results of another study conducted on children aged five to <55 years showed that individuals who had less time to read were less proficient in reading, which resulted in lower reading comprehension skills (Locher & Pfof, 2020). Reading habits, namely the duration of reading for each individual is different and will get better with age (Locher & Pfof, 2020).

The results of previous research proves that the interventions given by parents in family literacy had an effect on children's involvement in learning English (Tong et al. 2021). Mother's belief in supporting reading books to children influences early literacy in children (Husain et al., 2011). The results of previous research explain that the duration of adolescent reading is a challenge at this time, namely that adolescents prefer the internet and other digital sources, such as preferring devices over document sheets (Chalari & Vryonides, 2022). The results of the study also show that the duration of reading fiction books is more often done by men and the duration of reading textbooks is more by women, but between men and women there are similarities in liking reading activities through computers (Uusen & Muursep, 2012). The novelty of this study what has not been found in previous research is adolescent literacy, especially junior high school students in terms of family support and reading duration. There were several differences between this research and previous research (Tong et al., 2021; Husain et al., 2011; Chalari & Vryonides, 2022; Uusen & Muursep, 2012) what was a novelty of this study that reading literacy was based on the four elements of the Merdeka curriculum while other studies use PISA score, research location on junior high school that have implemented school literacy, and family support is seen based on Friedman's (1998).

This research was conducted to analyze adolescent literacy skills in terms of reading duration and family support. SMP X was selected based the initial interview with founder BSRL suggesting SMP X as a research location because it had been carrying out literacy activities and had a school literacy community since two years ago. The novelty of this study was discussion adolescent literacy, family support, and reading duration in junior high school more comprehensive based on four elements the achievement of learning Indonesian in the Merdeka Curriculum. The aims of this study were: 1) to identify the characteristics of adolescents and their families, family support, and duration of reading, 2) to analyze the effect of family support and duration of reading on adolescent reading literacy.

Methods

Participants

This study uses a quantitative method with a casualties approach that research designed to examine of a causalities relationship between variables. The research was conducted at SMP X, Bondowoso Regency. The population of this research is junior high school students. SMP X, Bondowoso Regency was selected based on the results of the initial interview with founder BSRL suggesting SMP X as the school where the research took place because it had implemented a literacy program. The youth involved were students in grades VIII and IX because they had already taken part in the literacy program at school. Sampling in this study was carried out based on cluster random sampling. First it was divided into two groups, namely class VIII and IX, then 127 students were randomly selected consisting of students in class VIII B, C, D and IX A, B, C. Meanwhile, class VIII A and IX D were participants in the research questionnaire trial

Measurement

Data collection was carried out in two sessions. In the first session, the respondents filled in a measurement instrument related to reading. The reading literacy instrument is assessed based on modification of four elements based on the achievement of learning Indonesian in the Merdeka Curriculum (Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022) which focuses on literacy. The four elements include listening, reading and viewing, speaking and presenting, writing.

Table 1. The four elements literacy based on Merdeka curriculum

Elements	Learning Access
Listen	Students are able to act as attentive listeners. Students show interest on the speech heard and able to understand spoken messages and information from audio media, aural text (read text and/or heard text), oral instructions, and conversation related to the purpose of communication.
Reading and Viewing	Students are able to act as readers and viewers who show interest in the text they read or view. Students are able to read words they know every day fluently. Students are able to understand information from readings and impressions about themselves and the environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the texts they read or the shows that they view with the help of illustrations.
Speaking and Presenting	Students are able to speak politely about a variety of topics that are recognized using the right volume and intonation according to the context. Students are able to respond by asking about something, answering, and responding to comments from other people (friends, teachers, and adults) properly and politely in a conversation. Learners are able to express ideas orally with or without the help of pictures/illustrations. Learners are able to retell a content of information read or heard; and retelling the narrative text that was read or read with the topic self and the environment
Writing	Students are able to demonstrate initial writing skills correctly (how to hold a writing instrument, eye distance from the book, thickening lines/letters, etc.) on paper and/or via digital media. Students develop better handwriting. Students are able to write descriptive texts with a few simple sentences, write descriptive texts about personal experiences, rewrite narratives based on fictional texts read or heard, write procedural texts about everyday life, and write expository texts about everyday life.

Reading literacy data were obtained through four steps: 1) the sample was ordered to listen to a Reading the "Kerajaan Pagaruyung " Kemendikbud reading series for junior high school students read by researchers, then answering questions related to the reading. 2) Respondents were ordered to read the same reading as in the listening chapter, then answer the same questions as in the listening section. 3) Respondents were ordered to write the main ideas of the reading, briefly summarizing the reading, and writing down the feelings felt by the respondent after reading and listening to the reading. 4) Respondents were ordered to present summary, main ideas, characters and characteristics of the characters related to the reading. The composition of the measurement of reading

literacy variables has a Cronbach's Alpha value of 0.6 and the measurement of adolescent literacy has been assessed by expert judges. The following is an explanation of each element in Table 1.

In the second session, respondents filled out a questionnaire on reading duration and family support. Data on the variable duration of reading was obtained through filling out the instrument by a sample adopted from NAEP (National Assessment of Educational Progress) 1996 consists of two dimensions: the number of textbook pages read at school or for doing homework in a day and the frequency of reading for entertainment (Donahue et al., 1998). The number of question items consisted of two items with a Cronbach Alpha value of 0.34. The first item about the number of textbook pages read has five answer scales, namely 1 = 5 or less than five (≤ 5 pages), 2 = 6-10 pages, 3 = 11-15 pages, 4 = 16-20 pages, 5 = more than 20 pages. The second item about the frequency of reading for entertainment has an answer scale of 1 = almost every day, 2 = once or twice a week, 3 = once or twice a month, 4 = several times a year, 5 = once or not once a year. The higher the adolescent's reading literacy score, the better the adolescent's reading literacy ability. The distribution of reading duration is categorized as level (ordinal).

Level categorization (ordinal) aims to place individuals in groups with tiered positions (Azwar, 2012). The categorization of reading duration consists of three norms, namely low, medium, and high. The range of values = 8 is obtained from subtracting the maximum value (10) - minimum value (8). Each standard deviation unit has a value of $\sigma=1$ and the mean is $\mu=6$. The reading duration is low if the score $X < 5$. Moderate reading duration if the score $5 \leq X < 7$. Duration of reading is High if the score $7 \leq X$. Prior to measurement, the instrument was rated by five expert judgement

The family support instrument was developed based on Friedman's (1998) approach which consisted of 19 items. Family support refers to social support by family members that is supportive and provides help where internal family support is in the form of support from spouses, siblings, and parents (Friedman, 1998). The family support instrument consists of four dimensions, namely 1) emotional support, 2) esteem support, 3) instrumental support, and 4) informative support. Cronbach's Alpha value of 0.7 with an answer scale of 1= very unsuitable (VU), 2= unsuitable (U), 3= neutral (N), 4= suitable (S), and 5= very suitable (VS). The higher the family support score, the better the family support given to adolescents. Prior to measurement, the instrument was assessed by expert judges. The categorization of family support is also carried out in stages (ordinal) into three norms, namely low, medium high. The range of family support values = 90, obtained from subtracting the maximum value (95) from the minimum value (19). The family support is low category if the score $X < 44$, moderate category if the score $44 \leq X < 70$, and high is $70 \leq X$.

Analysis

Data analysis was carried out in several stages. The first stage is data coding, SPSS analysis, namely the inference test, normality test, and multiple linear regression test. The inferential test was used to determine the distribution of age, gender, father's and mother's education, father's and mother's occupation, duration of reading, family support, and adolescent reading literacy. The normality test was used to determine whether the data was normally distributed or not and multiple linear regression tests were used to determine whether family support and reading duration had an effect on adolescent reading literacy.

Findings

Respondent Characteristics

The results showed that the dominant subjects were 14 years old (36.2%). The oldest age of the subject is 18 years (0.8%) and 10.2% do not write down the age. This shows that the average age of the subjects is 14-15 years. The results showed that there were more male subjects (63.0%) than female subjects (37%). The results showed that only a few (1.57%) of the subjects attended literacy extracurricular activities at school.

Family Characteristics

The results showed that the dominant last education of fathers (37.0%) and mothers (27.6%) was elementary school (elementary school). Fathers and mothers have the same percentage at the end of junior high school (10.2%) and high school (15.0%). Father's highest education is S1 (3.1%) and S2 (0.8%) for mother.

The results show that more than half (55.1%) of fathers worked as farmers. As many as 15.7 percent worked as entrepreneurs and (7.1%) worked as laborers. Some (1.6%) worked as village officials, laborers and motorcycle taxi drivers. As much as (0.8%) of my father's work was spread out among others as furniture workers, cow butchers, police, cattle and security guards. The results showed that the dominant (80.3%) mothers worked in the domestic sphere as housewives. The results show that the dominant (80.3%) mothers worked as housewives. Mothers worked as farmers or laborers as much as 3.1 percent. As many as 1.6 percent of mothers worked as tailors, entrepreneurs, or teachers. Few (0.8) mothers worked as civil servants, cadres, and household assistants (ART).

Frequency Distribution of Reading Books for Entertainment

The results showed that half (50%) of the research subjects read books for entertainment several times a year. The results of the study also showed that as many as (17%) of research subjects read one or not books for entertainment at all during a year. The following explains the distribution of the frequency of reading books for entertainment in Table 2.

Table 2. Frequency distribution of reading books for entertainment

No	Frequency of reading for entertainment	%
1	Almost everyday	14
2	Once or twice a week	6
3	Once or twice a week	13
4	Several times a year	50
5	One or none at all in a year	17
Total		100

Categorization of Reading Duration

The results show that the majority (68%) of the study subjects had moderate reading duration. The results also show that there were more subjects (24%) who belonged to the category of low reading duration than subjects with high reading duration (8%). The following Table 3 explains the categorization of reading duration.

Table 3. Categorization of reading duration

Categorization	%
Low	24
Moderate	68
High	8

Family Support Categorization

The results show that the family support given to the subjects was very high (93%). Few (4%) subjects did not receive family support. The following Table 4 describes the categorization of family support. Family support such as a buying book, giving permission to participate in school literacy community, and reminding the kids to read frequently

Table 4. Categorization of family support

Categorization	%
Low	4
Moderate	3
High	93

The Effect of Reading Duration and Family Support on Adolescent Reading Literacy

Table 5 shows that reading duration and family support and reading duration influence the reading literacy. Family support ($p=0.01$) and family support ($p=0.04$) have a significant positive effect on adolescent reading literacy. The adjusted R Square² was 0.07. This means that family support and reading duration influence adolescent reading literacy and (93%) are influenced by other variables (teacher, school, and peer group).

Table 5. Effects of reading duration and family support on Adolescent Reading Literacy

Characteristics	Unstandardized Coefficient (B)	Standardized Coefficient (β)	Significance
Constant	66.83		0.000
Family support	-0.41	-0.23	0.001*
Reading Duration	1.23	0.19	0.004*
Father's education	0.03	0.00	0.098
Father's occupation	0.32	0.08	0.036
Mother's Education	0.80	0.10	0.046
Mother's job	-0.86	-0.15	0.009
Adjusted R Square		0.07	
F		2.697	

Note: *Significant <0.05; **Significant <0.001

Discussion

The results show that the dominant subject was 14 years old. The oldest age is 18 years and the lowest age is 13 years. Age 13 to 18 years is a period of adolescence that is experiencing a transition from childhood to adulthood. The importance thing in young people life is educational track choices and educational attainment (Vasalampi et al.,

2023). Reading literacy can play a role in advancing a country (Rahmadanita, 2022). Therefore it is important to prepare a culture of reading literacy in adolescents.

The results show that the dominant father and mother had primary school education, so it was predicted to influence the dominant occupation of the father as a farm laborer and the mother as a housewife. These conditions result in the low ability to read proficiently in parents and the lack of purchasing power of books as a means for children to get used to reading (Muslimin, 2018). This is corroborated by previous research, that the social and economic environment in which a person lives will affect a person's skills (Flisi et al., 2019).

The results of the study show that the duration of reading is moderate. The same thing was shown in previous research, that reading literacy on student subjects was not satisfactory because they were lazy, did not have motivation to read, and spent more time playing with gadgets and making the library a place for discussion not a place for reading (Wijayanti, 2019). The results of previous research indicate that the more often a person reads, the more critical he will be of an event encountered (Kardenis & Can, 2014). Therefore it is important for a teenager to have a longer duration of reading.

The results show that family support was very high in terms of remembering to read frequently, scolding when not reading textbooks, and lending cellphone for reading online, writing messages on paper, taking children to borrow books, and bringing them to bookstores. Family is the first environment for someone to learn, so that children listen and adopt the behavior of the family environment (Fauziyyah et al., 2020). The results of previous research indicate that the role of parents from early childhood is to form a literacy environment: literacy sources (teachers and literacy companions), literacy facilitators (providing reading rooms, books or reading materials, and APE for children) and as regulators of literacy implementation (Hermawati & Sugito, 2022).

The results show that reading duration had a significant positive effect on adolescent reading literacy. This shows that the better the duration of reading, the better the reading literacy skills. Each individual's reading behavior is different, the duration of a person's reading is also influenced by their reading ability (Locher & Pfof, 2022). The observation results also confirm that reading ability affects the duration of reading and this will have an impact on the ability to understand a text. Observations during the study showed that some students in grades eight and nine could not read fluently, so it was difficult to understand the reading and questionnaires. The results of previous research show that someone who has a long or high reading duration will have a positive attitude towards reading, so that he will read more often (Noor, 2011). The results of other studies also show that if someone often does independent reading activities it will affect English literacy skills (Cahya et al., 2020).

The results showed that family support had a significant positive effect on adolescent reading literacy. This is because the nuclear family is on a micro-system who has a close relationship and interacts directly with children (Ettikal & Mahoney, 2017). The ecological theory of child development is based on the premise that child development grows in the environment where children go through their childhood which was set so that his character and habit is formed as expected (Salsabila, 2018). The results of previous research prove that mothers who read books from an early age and provide support for their children to read would help children to be competent in reading (Husain et al., 2011). The results of previous research also prove that families who often read books and create a literacy environment would help to develop the language of autistic children and build closeness between parents and autistic children (Walker et al., 2022).

Therefore the reading duration and family support is important to increase adolescents' reading literacy.

This study has limitations in that data collection is only show reading duration without writing duration. Further research is expected to show the writing and reading duration. In addition, only several subject contributed in speaking and presenting of element literacy based on Merdeka curriculum. This is because speaking a presenting was carried out simultaneously, so that some children were embarrassed to express their opinions.

Conclusion and Recommendation

Conclusion

This study showed the duration of reading is moderate which means that they rarely read. High family support in the form of reminding the kids to read frequently, scolding when not reading textbooks, lending cellphones *for* reading online, writing messages on paper, taking children to borrow books, and bringing them to bookstores. Reading duration and high family influence reading literacy that support can increase adolescent reading literacy.

Recommendation

Based on the conclusions of the research, it is necessary to carry out several collaborations between the government, families and schools to realize high reading literacy for adolescents. The government can cooperate with universities to carry out a coaching home literacy environment (HLE) so as to create a literacy environment in the family. Parents and teachers can work together to create activities and facilitate their kids to easily access books. Literacy activities in schools are still being carried out and can be informed with competition activities so as to increase youth interest. Parents support children to participate in children's reading literacy activities.

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