

CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the research. The first part begins with the research background of the research. Then, it is continued with the statements of the research problems, and the research objectives. The following part introduces the significances of the research and the definitions of key terms.

A. Background of the Research

The literacy culture in Indonesia is in a very worrying state. In April 2016, Central Connecticut State University released the literacy culture of 61 countries around the world. It shows that Indonesia's literacy culture ranks 60th out of 61 countries that have been surveyed. In the report, Indonesia ranks only above Botswana, the lowest ranked country in this world (Setiadi, 2017). UNESCO in 2014 also collected data that Indonesian children read only about 27 pages throughout the year (Kompas, 2016). UNESCO has determined that the norm for children to read is 2-4 hours a day, even children in developed countries read 6-8 hours a day (Kompas, 2016). In this way, Indonesia has been left behind compared to other countries where they implement multiculturalism to improve the quality of their education.

To increase literacy culture, it is important to introduce literacy programs to the children. In this case, they must actively participate in literacy activities. When it is done, one of the ways to promote literacy is to

include it in subjects, including English in schools, not the exception in elementary school. In some schools, before the class starts, English teachers ask students to read for 10 to 15 minutes outside of class to encourage more students to participate in the lesson they will pass. Beside that, to support full literacy participation outside of the school, it means at home, parents must play a central role in being true role models by providing accessible attitudes, literacy activities, and educational resources literacy for their children. They can lead by example in literacy activities such as playing the alphabet by spelling it out in English, including writing names, telling bedtime stories, and doing homework. Basically, children should be familiar with English literacy in their living environment. It is very important to do this because the environment is linked to the social and cultural context in the extension of children's learning (Vigotsky, 1962).

English plays an important role in the future lives of young learners (Sepyanda, 2013). We live in an era of globalization where English is used as an international language, so the need for English becomes an obligation. Furthermore, elementary school students are the best period to learn English as a foreign language because they are in their golden age or so-called critical period hypothesis (Contesse, 2008). In addition, learning English in primary schools make it easier for students to learn English as a main subject in subsequent grades.

Since the application of the curriculum in 2013, the Ministry of Education, through its policy, has decided that English in primary schools

becomes a subject that is not required to be taught, so the decentralization of language teaching English in primary school has become local content (Jalal & Musthafa, 2001). As a result, the young learners do not have enough time to learn English. Furthermore, they explain that most of the English teachers in primary schools do not have the standards to teach English (Musthafa, 2010). They were not graduated from English education. In other words, their educational background does not qualify them to teach. This means that TEYL's goals difficult to achieve.

Regarding the importance of English and enhancing the English needs of young learners, English teaching should be introduced and promoted not only in schools but also in home or families. Remember that English today has limited time allocation; both parents and schools must have an appropriate English teaching strategy. Over the past few decades, fundamentalism has grown since it is in the best interests of children's education to be at home (parents) and school (teachers) working together (Edwards, 2002). It takes a good parent-teacher relationship to control the teaching and learning process, even challenging it (Linse, Vclack & Bladas, 2014). These two environments, home and school, share a space that influences a child's life (Tucker, et al., 1979). Therefore, it is important to involve both home and school to create what is known as an inclusive educational or learning environment (Fantini, 1983).

Family support related to parental involvement in formal education is recognized as a factor that can contribute to children's academic success

(Green et al., 2007). Parents have a large role to play in early childhood literacy (Weinberger, 1994). In fact, one parent's effort in public and private schools has been done before. This supports the claim that the first education comes from the family. Wahi (2012) states that in the family, a person undergoes a basic and most important educational process. Here, parents, by word or deed, whether it is upbringing and best practices applied in the social life of the family, influence later behavioral development. Therefore, parents, as the closest people to their children, should create a good learning environment for their children to learn English.

In the learning process, children are engaged in sociocultural contexts (Bruner, 1960; Vygotsky, 1962) and language development occurs through social interaction with the environment (Piaget, 1971). The similarity of this view is that they have highlighted a child's environment. Considering the principles of children's learning, adults should play an active role in supporting children's learning. On the other hand, adults and primary caregivers have supported or 'elevated' young children to higher levels of thinking and behavior benefit from the learning process.

The home environment is closely related to the literacy environment at home. According to Peeters et al., (2009) home literacy environments are recognized as home literacy materials and experiences, especially storytelling, children's verbal interaction opportunities, instructional activities and more, and also parent literacy habits. It can be determined by the skills, abilities, dispositions and resources of the parents who have

decided to provide these opportunities to their children (Burgess, et. al., 2002).

There is a positive correlation between the home literacy environment and the development of L2 learners. The more parents read with a child in English; children's reading development better. It is believed that the existence of an indoor literacy environment can have a positive effect on young learners in learning a second language. Artini (2017) found that primary school students' English skills are improved through exposure to the English language through the Language Rich Learning Environment (RLLE). In the past, it has even been mentioned that a language-rich environment supports language learning in early childhood (Hickman, 2014).

Home literacy environment plays an important role in the fluency of language learners. The home literacy environment is also influenced by physical or financial, human and social contexts (Li, 2007; Ren & Hu, 2015). It is consistent with capital theory (Coleman, 1988, 1990, 1991). According to this theory, three forms of family capital reflect the quality of the children's home environment. Physical capital is a physical resource that can be measured by a family's income. In other words, physical capital is tied to socioeconomic status. Human capital is an individual's level of education expressed in personal knowledge. For social capital, it refers to the family's social resources accessible to the family, or the social network between the family and the social community (Hao & Bonstead-Bruns,

1998). Based on this theory, there is an assumption that the higher the parents' socioeconomic status, educational attainment, and social connections, the more literate children their families have.

There are also researchers who have conducted and proven the relationship between families, home literacy environment in relation to student learning outcomes. A study by Christenson, et.al, (1992) identified that five family factors are important for student learning, such as parental expectations and allocations, learning structure, emotional family environment, discipline and parental involvement (Cole, 2008) found that language development must be learned in social contexts not only at school but also at home. Meanwhile, T. Marie, et.al (2014) also found that parental involvement has a positive effect on preschoolers' ability to learn English. Based on the researcher's experiences above, it concluded that the relationship between home and school, means families or parents and teachers has very important factors to support children's goals in learning English literacy.

In addition, the literacy environment also plays an important role in supporting TEYL. It is one of the components of the school environment refers to the factors inside the school that affect the teaching and learning process (Mege, 2014). The learning environment refers to the facilities available to help students achieve learning outcomes. According to Farrant (1991) and Farrombi (1998), a school environment can be characterized by the availability of books, audio-visual equipment, educational software and

technology, class size, and seating arrangements, the availability of learning tools for teaching and learning is established. Thus, it can be concluded that the literacy environment in schools as a variable of the school environment, focusing on the availability of information resources, books in schools (Korir & Kipkemboy, 2014).

Thus the researcher chose MIU Mambaus Sholihin Blitar as a research object in which this school has not been established for a long time but is able to create interesting and fun learning for children with seating arrangements that are not boring, learning activities outside the classroom such as in parks or gazebos, provision of technology facilities such as projectors, provision of interesting picture books, and bilingual drill activities before entering class. From this description, this school is a suitable environment for increasing literacy for young learners.

When supporting TEYL, it is especially helpful for teachers to build strong relationship with parents so that their relationship with children is built on a knowledge of their expectations and priorities children's parents and family experiences. If teachers know parents' beliefs and what it means to be literacy at home with their children, they can help and connect them to literacy development at home and at school. At MIU Mambaus Sholihin, the principal is also one of the guardians of students studying there who creates a bilingual school program with a supportive literacy environment, because he believes that literacy activities are very important for young learners to enrich their knowledge. Thus he is considered capable of creating a

supportive literacy environment at home. From this description, the researcher is interested in conducting research with the title *“Home and School Literacy Efforts to Support the Development of Young Learners’ Literacy (A Case Study at MIU Mambaus Sholihin Blitar)”*.

B. Statement of the Research Problems

This research focused on investigating the supporting of school and home literacy environment toward Teaching English to Young Learners (TEYL).

There were two questions in this research, as follows:

1. How does the home literacy efforts support the development of young learners’ literacy at MIU Mambaus Sholihin Blitar?
2. How does the school literacy efforts support the development of young learners’ literacy at MIU Mambaus Sholihin Blitar?

C. Objectives of the Research

Relevant to the research questions, this presents study purposes are:

1. To analyze how the home literacy efforts support the development of young learners’ literacy at MIU Mambaus Sholihin Blitar.
2. To analyze how the school literacy efforts support the development of young learners’ literacy at MIU Mambaus Sholihin Blitar.

D. Significances of the Research

This research is essential to study when it is seen into both theoretical and practical point of view. Those significance are expressed below:

1. Theoretical Contribution

Theoretically, In theory, this research explains the importance of the role of parents and teachers in creating an environment capable of supporting English learning activities for young learners. Thus, based on the results of this study, it is hoped that an effective method will emerge in creating an English literacy environment for young learners both at home and at school, so that it can become an additional reference.

2. Practical Contribution

a. For Parents

This research is significant and valuable since identifying home literacy environment is beneficial especially for the parents to create rich language learning in their home. In addition, this research is able to reflect to parents regarding what needs must be prepared in supporting children to create a good English literacy environment.

b. For English Teacher

This research can be a reflection for the other teachers to improve the teaching English to the young learners to create the classroom environment which can be support the teaching english for young learners.

c. For Headmaster

Through this research it is expected to be able to provide information to school principals to improve facilities and infrastructure or provide ideas that support creating a literacy

environment for children, even being able to trigger development or progress for schools.

d. Researchers

For the future researchers, this research can be used as a reference or additional knowledge in making further research better.

E. Definition of the Key Terms

It is essential to discuss and define key terms and concepts that are central to this study because this provides a sense of how they were used in this research. This section defines a few key terms that were used throughout this study.

1. Literacy Education, is an approach to developing the ability of learning citizens to master and use reading, writing, and arithmetic (calistung), thinking, observing, listening, and speaking that are life-oriented (Sudjana, 2001).
2. Teaching English to Young Learner, According to Musthofa (2010) teaching English for young Learner is English learning activities for children in the age classification 5-7 who enter pre-school. In this English learning not only means the place where EYL occurs, but it is an active process of young learners learn at school.
3. Home literacy environment, it is a multifaceted construction that covers various activities related to the parent, child, and literacy that is not limited on its function, verbal reference to literate, the using of library, parents encouragement and reading value about reading skill, parent

model of literacy behavior and their attitude toward education (Burgess, 2022; Payne, Whitehurst & Angell, 1994).

4. School literacy environment, this is a factor that has a direct impact on the cognitive and emotional development of students. It includes availability of resources, use of technology, etc. Patrisiana et.al added that primary school education as part of strengthening environmental literacy aims to develop the ability of individuals to interact with their environment in a conscious and planned manner developing their potential to the environmet directly that make significant changes occur and progress in maintaining environmental conditions (2020).