

CHAPTER I

INTRODUCTION

In this chapter, this study discusses the background of the study, statements of the problem, objective of the study, significance of the study and the limitation of the study.

1.1 Background of the Study

To receive a good quality of education is every child's right that must be provided by the government in order to build a better nation. Leeuwen (2016) argues that "education from the earliest school years should be directed to the all-round development of the human personality, spiritual, moral, social, cultural and economic progress of the community. In line with it, the national education system mentions that all children in Indonesia must get quality education equally, which includes development of spiritual, talent and other achievements.

Implementing the curriculum 2013 means that there is an instruction from the government to require students in implementing literacy programs. The students are directed to implement this program by placing a bookshelf in some corners of the school and in each class. The purpose is to make the students have desire to read in autodidact (Apriliadewi, 2018). In curriculum 2013 there are four important things. They are (1.) Integrating the reinforcement of character education in learning. It is divided into five characters namely: religious, nationalist, independent, mutual cooperation and integrity. (2.) Integrating literacy, the school literacy movement or gerakan literasi sekolah (GLS) is incorporated into learning. (3.) Integrating

the 21st century skills, namely Creative, Critical thinking, Communicative and Collaborative. (4.) Integrating HOTS (Higher Order Thinking Skill). In this research to be more specific on literacy with the demands of the 21st century.

For every student, literacy plays an important role (Padmadewi et al., 201). In this respect the role of parents have an important role to the success in literacy students especially in English literacy. English literacy gives more focus on the ability in reading and writing for students ((NCREL, 2003; Bainbridge & Macy, 2008; and Haryanti, 2014). Students' ability in reading and writing play an important role for their life, it will help the students easier to understand what will happen in their life.

Most educational processes depend on literacy abilities and awareness. The literacy culture that is embedded in students affects the level of success, both in school and in the community life. Literacy helps the students to measure their abilities and their skills in reading and writing. Literacy is defined a set of tangible skills, particularly the cognitive skills of reading and writing that are independent of the context in which they are acquired and the background of the person who acquires them (Education for All Global Monitoring Report, 2006). Program for International Students Assessment (PISA), a test in reading among students for seventy six countries throughout the world conducted subsequently in 2003, 2006, 2009 and 2012, and 2015. The test's result in 2015 unfortunately showed that Indonesia was in the sixty-ninth rank (<https://chirpstory.com/li/339551>).

To support the implementation of literacy government requires all school to provide school literacy program or school literacy movement (GLS). *GLS* is the ability to access, understand, and use something intelligently through various activities, include reading, viewing, listening, writing, and speaking. GLS has two objectives, namely general goals and special objectives. The General Purpose of GLS is to develop the mind the character of learners through civilizing the school literacy ecosystem manifested in GLS so that they become lifelong learners. While the specific objectives of GLS, namely (1) developing literacy culture in schools; (2) increasing the capacity of citizens and the school environment so that literate; (3) making the school a fun and child-friendly learning park so that school citizens are able to manage knowledge; (4) maintaining the sustainability of learning by presenting various reading books and accommodating various reading strategies (Dirjen Dikdasmen, 2016: 1).

In education parental involvement is important for students. It helps motivate the students to achieve their achievement at school. When the students get motivation from their parents, they will become more enthusiastic in the process of learning. The role of parents is indeed important because the students will tend to spend more of their daily time in the family environment. The position of parents' involvement should be beyond than school, home or environment in the community. In parents' involvement there are two types of parents. They are high-performing and low-performing. The parents who come from high performing have more ability in terms of financing and providing good facilities to their children

as students and they also really pay attention to their children's education. Otherwise the parents who come from low-performing have less ability to facilitate their children and then they mostly do not pay attention to their children.

There are six types of parents' involvement that are stated by Epstein (2002) in order to involve the interactions by taking an action as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to increase involvement and student achievement that activate within the theory of overlapping spheres. The six types of parents' involvement are parenting, communicating, volunteering, learning at home, decision making, and collaborating with community.

There were few previous studies on parents' involvement which had been conducted. The first study conducted by Torres, et al., (2016) was about exploring the roles of the parents and students in EFL literacy learning. The second study conducted by Poyraz (2017) was about the effects of parental involvement in English language learning of secondary school students. In Indonesian context Wati (2016) had conducted a study about parental involvement and English language teaching to young learners. Therefore this research is written to discuss parents' involvement towards students' English literacy.

It is in line with the primary observation that was conducted at a public school in Bali, SMAN 1 Mengwi. There is a literacy program in for the students will read 15 minutes before starting the lesson. In this case the

students read the material that they will learn before the class is started. This research eventually is intended to identify kinds of parents' involvement and their implementation in teaching English literacy in SMA Negeri 1 Mengwi, to analyze the parents' perception about parents' involvement program and to elaborate the challenges that are encountered by the English teachers when conducting parents' involvement in SMA Negeri 1 Mengwi.

1.2 Statements of the Problem

From the discussion above, the problem of this study are formulated as follows:

1. What kinds of Parents' involvement are implemented and how are Parents' Involvement conducted in teaching English literacy at school?
2. What are the parents' perceptions about Parents' Involvement program?
3. What are the challenges to the teachers face in conducting Parents' Involvement program?

1.3 Objective of the Study

In line with the problems previously mentioned, the purposes of the study can be formulated as follows:

1. To identify kinds of parents' involvement and their implementation in teaching English literacy in SMA Negeri 1 Mengwi.
2. To analyze the parents' perception about parents involvement program.
3. To elaborate the challenges that are encountered by the English teachers when conducting parents' involvement in SMA Negeri 1 Mengwi

1.4 Significance of the Study

The result of the study has both theoretical and practical significance. The findings of the present study should be significant and give both theoretical and practical importance. In the present study, the researcher concern with the effect of parents' involvement toward English literacy at school. Related to the target of this study, there will be two important significances, such as theoretical and practical significance.

Theoretically, the finding of this study is expected to support, contribute, and give more theoretical evidence of the existing study finding in the learning process, especially in English literacy through the implementation of parents' involvement. In addition, the finding of this study is useful for other researcher as an empirical review.

Practically, the findings of this study useful for the teachers, the parents and other researcher.

1. For the teacher, it helps the teacher to know the effect of the implementation of parents' involvement toward English literacy at school.
2. For the parents, this study expected to enrich the knowledge about the importance of parents' involvement in students' English literacy. So, they can prepare themselves to be ready to involve in literacy process with their children.
3. For the researcher, the findings of this study are expected to be an inspiration for prospective researchers who are interested in conducting research in the field education and become a reference

especially for future researchers who will review problems that are relevant to the problem in this study entitled The Implementation of Parents' Involvement toward English Literacy at SMAN 1 Mengwi.

1.5 Limitation of the Study

This study used mix method as design as quantitative and qualitative study in a type of embedded method. This study was conducted in area of South Bali, the specification is at SMAN 1 Mengwi, Mengwi district, Badung regency. This study was about the implementation of Parents' Involvement toward English literacy. The subject of this study are the parents who are taken from the headmaster of the school and the students' parents who work at school as the representative of the students' parents such as the English teachers, the committees, librarian or the school's staff because the researcher has limitation of time to conduct the research. The researcher attempts to find out the implementation of Parents' Involvement towards students' English Literacy at SMA Negeri 1 Mengwi.