

CHAPTER I INTRODUCTION

1.1 Research Background

Globalization is defined as the process of compressing space and time to make the globe feel like a tiny village, with new technologies serving as the primary enablers of this interconnectedness (Abri, 2011). These processes are distinguished by their openness in all parts of life and the growth of knowledge that disregards space and time. The openness of the globalization era reflects the interaction process between language and culture, which necessitates mastery of information, science, and technology in order to facilitate engagement and communication across languages and cultures. Science progresses, resulting in the advent of globalization, in which information, communication, and transportation technology advances, encouraging many innovations in social life and education.

Science and technology advancements bring a great impact to the education which automatically demands the quality of human resources in Indonesia which are able to compete in globalization era. It means that Indonesian people should be able to be competitive in all aspects of life. To compete in free market competition, the mastery of foreign languages becomes a major and very important need, especially in communication both in spoken and written language. Intense competition in the globalization era causes most schools in Indonesia to endeavour to produce quality students who are able to compete in the free market by implementing the education system at school by giving and teaching foreign languages, especially English to the students. English is a subject that must be

taught at schools aiming to produce qualified human resources that are able to survive and compete in the free market.

Parental participation in literacy programs is crucial for encouraging kids to learn to read and write. In order to optimize their children's literacy development, parents should reinforce the literacy lessons taught in school by providing them with excitement when they study it at home (Pradipta & Amithya, 2014). One such method of stimulation is to model literacy-related tasks. Youngsters would be encouraged and conditioned to exercise concrete English literacy if they regularly observe their parents engaging in literacy-related activities. In this scenario, the kids would view literacy—which is learned through reading and writing—with a strong and positive attitude. In addition to stimulants, parents' knowledge, motivation, interest, and learning guidance are elements that influence their children's performance in reading, according to research by Saputri, Fauzi, and Nurhaidah (2017). Then, Padmadewi et al. (2018) claimed that parental assistance and a long-term procedure were required for children's literacy development. When parents participated in the teaching and learning process, students showed increased effort, excitement for learning, and competency (Gonzalez-Dehass et al., 2005). According to Padmadewi et al. (2018), parents should be made aware of the literacy programs implemented by schools so that they can assist their children.

Parents' involvement is one of many factors that can improve a student's academic performance. This engagement happens unconsciously by the people involved, and it has been studied by many researchers to find effects or influences related to student progress. Parents involvement in the home and school

environment is increasing recently due to modernity or the demands of globalized students.

There are several studies focusing on parents' involvement in the learning process used as a consideration of this study. Padmadewi et al. (2018) conduct a study purposed to analyse the parents' involvement in supporting the literacy program at SD Dwibahasa North Bali Bilingual School. The study is designed as descriptive qualitative study by conducting observation and interview for collecting the data. The finding reveals that there are six types of parents' involvement used for supporting students' literacy.

According to Garcia and Thornton (2014:1) cited in Ntekane, A. (2018), engaging families in learning can help student achievement, prevent absenteeism, and restore parents involvement in their children's education. Learners get better outcomes from parents or caregivers who are involved in learner's education, test scores, better social skills, and better behaviours. Ideally, a greater percentage of parents involvement in their children's education would help. The study delved into parents involvement by focusing on: parents involvement, its benefits, disadvantages of parents not involving and how parents can participate.

Parents and caregivers are predicted to play a growing position of their kid's education, and educators are being requested to associate with and growth own circle of relatives involvement in education (Christenson & Reschly, 2009; Mapp & Kuttner, 2013), as stated via way of means of Hill, N.E. et al. (2018). Maintaining powerful partnerships is made more complex even as youngsters enter middle university and adolescence—a time even as youngsters are pulling far from mother and father and developing their very own identities (Laursen & Collins, 2009) as

stated via way of means of Hill, N. E., et al (2018), colleges turn out to be more difficult bureaucratically (Eccles & Harold, 1996; Hill & Chao, 2009)., as stated via way of means of Hill, N. E., et al (2018) and consider amongst colleges and families declines (Adams & Christenson, 2000; Stone, 2003) as stated via way of means of Hill, N. E., et al (2018). Although the studies on own circle of relatives–college engagement and parents involvement in education has multiplied exponentially over the past to a few some years and loads of sorts of parents involvement are tested to be related to improved college behavior, intellectual health, and achievement (X. Fan & Chen, 2001; Jeynes, 2003, 2007; Jeynes, 2012; Wang, Hill, & Hofkens, 2014) as referred to via Hill, N. E., et al (2018), there remains a need for research to make bigger our conceptualizations specifically as they exercise to middle university (Hill, 2009; Hill & Chao, 2009; Jeynes, 2011; Yan & Lin, 2005) as stated via way of means of Hill, N. E., et al (2018). In order for households to stay productively concerned of their youths' education past important college and for colleges to expand powerful partnerships with households from numerous backgrounds, present day frameworks want to be broadened developmentally and ethnically (Toren, 2013) as noted with the useful resource of the use of Hill, N. E., et al (2018). The present day test captures the voices of 3 number one stakeholders in education (parents, school, and instructors) the use of qualitative methods, supported with the useful resource of using quantitative indicators, to discover the goals and contexts for parents involvement in education, discover consistencies in the course of stakeholders within the conceptualizations of parents involvement in education, and deepen our information of the types of involvement that do not neglect about for youngsters.

According to the reasoning given above, parents' involvement is one factor that affects students' learning, particularly in EFL classes. Comprehensive and in-depth information regarding the role of parental involvement is anticipated. Three parties are expected to provide the information: teachers, parents, and schools. This article describes the different programs, varieties, and issues faced by parents of normal students in order to provide comprehensive knowledge for educational development.

Epstein (2009) proposes six types of parental participation; parenting, establishing a learning environment at home, communicating, creating an effective form of school-home and home-school communication covering the schooling program and the students' progress, home learning, providing ideas or information related to curriculum activities including the learning decisions and planning.

This notion served as the foundation for an investigation into Aura Sukma Insani Kindergarten encourages parental involvement in their children's English literacy instruction. Therefore, the purpose of this study is to analyze how parents assist their children with Learning activities or English literacy. The current study has a similarity with the previous study related to the parents' involvement in the teaching and learning process. Although many researchers have dealt with parents' involvement, a further study is highly required since the earlier study only concerning the parents' point of view. The researcher is attracted to find out how the stakeholder or institution in organizing the programs to support students' learning.

The current study examines parental engagement. It specifically describes the various types of parental participation observed at Aura Sukma Insani

Kindergarten, as well as the activities that accompany each. 2) Parental involvement in the English literacy programme at Aura Sukma Insani Kindergarten. 3) Determine whether there are any variations in the parental participation activities carried out by those parents, as well as the challenges teachers have while facilitating parental engagement activities.

1.2 Research Problems

1. What kinds of parent participation activities are offered at Aura Sukma Insani Kindergarten to help children develop their English literacy skills?
2. What are the challenges/barriers in empowering parents' involvement in English literacy activity?

1.3 Research Objectives

1. To examine the various ways that parents participate in English literacy initiatives.
2. To discover the challenges/barriers in empowering parents' involvement in English literacy activity.

1.4 Research Significance

This research was expected to give a positive contribution to the theoretical and practical significance.

1. Theoretical Significance

This study is expected to give significant contribution to the existing knowledge about the roles of Bilingual School Kindergarten parents in their children's English literacy. Therefore, the findings are expected to be used

as evidence that it is important to know the variation of parent involvement types implemented by parents in the Aura Sukma Insani Kindergarten toward the children's English literacy. Pedagogically, this research is intended to enrich the subject of Teaching English to Young Learners and English Language Teaching by providing contextual illustration. In addition, it can support the previous empirical reviews. This study is expected to be an empirical review for further research.

2. Practical Significance

Practically, the findings of the study pedagogically can contribute to education and provide valuable feedback to the teacher and school to engage parents, mainly English literacy teacher at Kindergarten in different area such as Aura Sukma Insani Kindergarten area.

This study is also expected to be a reference and benefit the school that has less involvement in their students' English literacy development, by enriching their knowledge of what they do to engage parents in increasing students' English literacy development. In addition, this study could become a reflection 'tool' for the parents to observe and evaluate their contribution or involvement so far, especially in relation to students' English literacy. Furthermore, the could improve the quality to the students' English literacy.

1.5 Definition of the Key Term

In the study, some terms are mentioned many times as the key points of the study. Some terms are used in the research, and the terms are defined to avoid misunderstandings. The terms of this study were defined in clear statements without

ambiguities. Moreover, the terms of this study were about parents' involvement, English literacy, and young learner. Further definitions of the key terms were defined as follows:

1. Parents' Involvement

Parents Involvement is a model of parents involvement in student education published by Epstein (2009). The involvement of parents can be engaged and empowered by the school through some programs which classified into six types as follows: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community.

2. English Literacy

English literacy in the present study was operationally defined as the ability in using, getting information, and utilizing English as a language comprehensively and contextually which is appropriate to the students aged and covers listening, speaking, reading as well as writing for kindergarten students.

3. Aura Sukma Insani Kindergarten

One of Buleleng Regency's kindergartens implements a literacy program with parent participation is Aura Sukma Insani Kinergarten. A communication system between the school and parents allows for the establishment of the literacy program and parental involvement.