

CHAPTER I

INTRODUCTION

1.1 Background

Learning to read is an essential skill that needs to be engaged by students in the 21st-century era. According to Muniandy (2019), learning to read is needed to achieve children's academic success. Because from reading, children can explore more about the world around them. Reading is a form of thought processing because it needs time and full concentration to understand the meaning of the text (Rahmanita et al., 2021). Reading can also be described as an activity which involves gathering information or a message presented in written form (Cahyani et al., 2022). This is the reason why reading is a complex activity that affects the individual, environment, and family, as it involves physical and mental aspects (Caliskan & Ulas, 2022). As a significant part of a child's social environment, family members considerably become an effective factor in developing reading comprehension skills. In the 21st century, reading has become the most influential skill that students, especially children, need to engage.

In Indonesia, which is currently facing a literacy crisis, Literacy International's data reveals that reading skills play an important role in increasing student engagement in reading activities. Since only one out of 1.000 people have good reading habits, the low literacy rate affects literacy, reading comprehension, and application, which are essential to student engagement (Anugrah, 2022). In Indonesian culture, where reading is not yet part of everyday life, low literacy levels are a major concern. This emphasizes the importance of cultivating reading habits early on to improve literacy and increase student engagement.

One of the main popular assessment tools used to measure literacy levels in the World is PISA (Program for International Student Assessment). PISA is an International Program that assesses a country's literacy skills, particularly in reading, science, and language. This assessment highlights the importance of various reading skills and emphasizes the need for educational

strategies to improve reading skills among students globally. Based on the PISA 2018 results, it was found that only 30% of students achieved at least Level 2 in reading skills. This means that students could understand the main idea of the long text, locate information with the help of clear and complex clues, and understand the purpose and structure of the text when given specific guidance. It was different from the result of PISA 2022 about literacy in Indonesia. Based on the PISA 2022 results regarding literacy in Indonesia, Indonesian students remain at the bottom of the international rankings despite improving by five to six positions from PISA 2018. This is evident in Indonesia's reading average, which is expected to drop from 371 points in 2018 to 359 points in 2022. This data shows that the low literacy levels of Indonesian students are influenced by several factors, including students' reading and writing difficulties, low literacy in the home environment, and limited literacy resources available to children at home.

Home is defined as the first learning institution for children, where parents and children live and learn most of their learning in the early years of their lives (Mulyani, 2022). According to Solichah and Fardana (2023), parental involvement significantly impacts children's early literacy development as it involves parents' participation in their education and learning experiences. By being actively involved, parents can demonstrate their concern for their children's education, support the development of reading skills, and increase their children's reading motivation. According to the theory of overlapping spheres cited by Gay et al. (2021), this framework recognizes the relationship between the various environments that influence children's development and learning. This theory emphasizes the importance of cooperation and coordination between different elements, including the family, school, and community, to ensure the best possible outcomes for children. This theory includes six types of involvement that can be used to encourage parental involvement in a child's education, such as a) parenting, b) communicating, c) volunteering, d) learning at home, e) decision-making, and f) collaborating with the community. Therefore, it can be concluded that the home environment and parental

involvement play an important role as the initial learning environment for children, which significantly impacts early literacy development by fostering students' reading skills and motivation.

In addition, Fatmawati et al. (2022) investigated one of the contributing factors that cause children's reading and writing difficulties, which is an unsupportive environment, such as a lack of parental involvement in providing literacy stimulation. While Wijaya et al. (2020), stated that the main challenge parents face in children's literacy is that the parents have low literacy competency. Although parental involvement in education is important for children's reading skills, not all parents are able to participate to the full extent required for their child's success. In fact, in some cases, parents from low-income families are more often involved than those from high-income backgrounds (Gay et al., 2021). In conclusion, parental involvement is needed to enhance students' low literacy. Effective parental involvement in education is crucial in improving children's reading skills. However, several factors often limit parents' ability to support their children's literacy development, such as a less supportive environment, low parental literacy competency, and different socioeconomic factors.

As the previous statement explains, Indonesia needs to improve in English language literacy, especially at home. Language interactions in a home environment between children and their parents play an important role in developing the child's prior knowledge, especially their reading skills. Furthermore, parent's commitment to their children at a young age is very important. Some parents lead and develop their children's literacy skills early to reach their expectations later in life (Carter et al., 2009; Muniandy, 2019). One of the effective approaches parents can use to nurture these skills is through engaging children with English stories, which are closely tied to English literacy development.

Reading English stories offers multiple benefits, such as improved reading comprehension by exposing children to diverse sentence structures and language styles. Stories

also help expand vocabulary by introducing new words in meaningful contexts while demonstrating grammar usage in natural communication (Singha, 2020;Mustakim, 2014). Moreover, stories promote critical thinking skills as children learn to interpret themes, analyze character development, and understand implicit meanings. Story-based activities can extend to writing skills, inspiring children to create summaries, reviews, or stories. Additionally, listening to and retelling stories strengthens oral comprehension and builds confidence.

Furthermore, by integrating English stories into literacy activities at home, parents can positively influence their children's reading skills and holistic language development. The combination of text and imagery in storybooks enhances the aesthetic value and allows children to easily visualize the characters and settings in the storybooks, facilitating a deeper understanding of the vocabulary and narrative (Ratminingsih et al., 2020). Ultimately, stories provide entertainment and valuable tools for developing English language proficiency in a comprehensive and engaging manner.

Several studies have discussed the role of parents at home in influencing children's literacy skills at an early age through stories. Kiyawa (2019) found that parental active involvement at home positively affects children's interest in literature at an early age. Using the qualitative case study approach, the results showed that children benefit significantly from reading literature activities with stories.

In addition, Muniandy (2019) obtained similar results from the investigation of parental involvement using storybooks with bigger fonts and colorful pictures for kids, using a qualitative research design with a semi-structured interview instrument. The results showed that books with larger fonts and colorful pictures can attract children's attention and potentially influence their reading ability.

Moreover, a study by Reich et al. (2019) explored the comparison between parental involvement in the use of digital reading books and the benefits of printed books for children.

The study used a quantitative approach with a post-test-only experimental design to compare learning and engagement between e-books and print books. The results proved that children who read a print book performed slightly better compared to children who read e-books on tablets, especially in terms of recalling more details about the sequence of events in the story. Therefore, following the previous research suggests, the researcher was explored more deeply how parents use stories to involve students' literacy skills. This would be a new concept outside of all the research researched. The preliminary study involving teachers revealed that printed stories are widely used in the classroom to improve students' literacy skills. However, the process of literacy development does not only happen at school. At home, parents also contribute significantly by providing printed and digital stories to support their children's literacy activities. The relationship between teachers and parental involvement in children's literacy activities shows the importance of a joint role in building children's literacy skills.

In addition to the studies presented above, the researcher has examined how parents use stories when their children learn English at home and their perceptions regarding story-based learning enhancing children's literacy in English. This research is based on the big umbrella research from Ratminingsih et al. (2020), which discusses the use of media stories to develop students' English literacy in the 21st-century learning era.

A similar topic is to investigate parents' experience of being involved in students' literacy, namely mixed-method research. Ten previous studies do not sufficiently consider parental involvement in examining children's literacy skills. Therefore, parental involvement and their perception of using stories to develop students' literacy skills were the novelty of this study.

1.2. Problem Identification

Based on the research background as described above, the problems identified are as follows:

1. Literacy among young learners is still low, and they need more attention to regain their interest.
2. Less support from parents, which makes their literacy motivation low.
3. Less media from parents to teach students literacy through digital and print stories.

Based on the problem identification above, it can be concluded that the parent's role is very important in supporting and motivating children to gain literacy skills. Children in Indonesia still need more attention to enhance their low interest in reading through media based on digital or print stories.

1.3. Research Limitation

This research is limited to finding out the parental involvement in children's literacy skills development through stories in English language learning and investigating the parental perception of children's English literacy skills using stories.

1.4. Research Questions

Based on the research background and problem identification stated before, the research question that needs to be answered:

1. How is the parental involvement in children's English language literacy by using stories?
2. What is the parental perception of children's English language literacy by using stories?

1.5. Research Objective

In line with the formulation of the problem that has been described previously, the purpose of this research is:

1. To investigate parental involvement in English language learning for 4th, 5th, and 6th-grade students at SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha through stories.
2. To explore parental perception of English language literacy among 4th, 5th, and 6th-grade students at SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha through stories.

Based on the research objectives above, this study selected SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha as the research settings, considering the presence of students actively engaged in English language literacy activities. Moreover, the parents of the students in these grades have been actively involved in storytelling in their children's literacy development from an early age.

1.6. Research Significance

1.6.1 Theoretical Significance

This study theoretically contributes to the concept of parental involvement in children's English language literacy by using stories perceived from motivation, media, and facilities. It also provides a theoretical understanding of literacy skills as a foundation of education in the 21st century.

1.6.2 Practical Significance

1.6.2.1 For Parents

This study benefits parents by providing them with their involvement and perceptions using stories in literacy skills. By gaining insights from this study, parents are expected to be better equipped to create an engaging and supportive environment to develop their children's interest in literacy.

1.6.2.2 For Students

This study aims to improve students' literacy skills through active parental involvement and activities. Parental involvement in their children's literacy development has been shown to positively impact students' reading and writing abilities. By engaging parents in literacy activities, such as reading together, discussing stories, and encouraging storytelling at home, this study seeks to create a supportive and enriching environment for students to develop their literacy skills.

1.6.2.3 For Other Researchers

This study contributes to other researchers by providing valuable insights into the impact of parental involvement on children's English language literacy. Through the use of stories and various research designs, this study aims to explain parental involvement and perception in developing children's English language literacy using stories at home. This study's findings benefit academics and researchers in the field and offer practical implications for educators, parents, and policymakers who aim to improve children's English language literacy skills.

