CHAPTER I

INTRODUCTION

1.1 Background of Study

Education is very crucial aspect in preparing human resources in the nation building. According to regulation No. 20 of 2003 education is a conscious and planned effort to create learning atmosphere and learning process in order to make learners actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, skills, society, nation and country. Education in Indonesia has developed from year to year in terms of professionalism of the educational staff and teacher, facilities and infrastructure, educational quality and curriculum.

Curriculum in Indonesia has undergone several improvements starting from *Kurikulum Rencana Pelajaran* or Lesson Plan Curiculum which was implemented in 1947. It was reviewed in 1955 before *Kurikulum Rencana Sekolah Dasar* or the Elementary School Plan Curriculum was introduced in 1964 and were revised in 1968. It became *Kurikulum Sekolah Dasar* or Elementary School Curriculum (Padmadewi, Artini, & Agustini, 2017). Seven years later, Curriculum 1975 was introduced and was reviewed in 1984. After being implemented for 10 years, the curriculum was replaced with Curriculum 1994, which is a modification of Curriculum 1984. Furthermore, it has undergone *Kurikulum Berbasis Kompetensi* or Competency Based Curriculum (2004), *Kurikulum Tingkat Satuan Pendidikan* or Education Unit Level Curriculum (2006) and recently Curriculum 2013 has been implemented since 2013 (Wahyuni, 2015). The curriculum 2013 is based on the

character builds and competence. It emphasizes on the improvement of soft skills including competency (affective domain), skills (psychomotor domain) and knowledge (cognitive domain) (Fadlillah, 2014). Curriculum 2013 requires four elements including character education, Higher Order Thinking Skill (HOTS), 4C (communication, collaboration, critical thinking and problem solving, creativity and innovation), and literacy to be resonance with the demand of the 21st century education. To be more specific, this study gave emphasis on the Literacy.

Literacy is defined as an integration of listening, speaking, writing, reading and critical thinking skills (Baynham, 1995). World Economic Forum in 2015 agreed on the mastery of six early literacy (Forum, 2015). The six basic literacies include foundational literacy (reading and writing), numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and citizenship literacy. All of those literacies are the basic need to improve the quality of life, competitiveness, development of national character, and the development of skills and competencies needed in the 21st century. Specifically, the foundational literacy (reading and writing) is the main important literacy, which ease students in understanding meaning and also in understanding a broader scope of literacy.

Despite the importance of foundational literacy, Indonesian students' literacy is very low compared to students in the world. The latest result of Programme for International Student Assessment (PISA) 2015 shows that Indonesia ranked in the sixty fourth out of seventy two countries who took the test with the score of three hundred ninety seven. This indicates the lack of Indonesian children's interest to read. According to Wahyuni (2010) it is caused by 6 factors:

(1) there is no reading habit from an early age in the family environment, (2) low interest in buying books, (3) lack number of libraries with adequate facilities, (4) negative impact of electronic development, (5) learning models in general do not require students to read and (6) improper reading learning system. Related to that problem, Indonesian government (Ministry of Education and Culture) make a program called *Gerakan Literasi Sekolah (GLS)* or school literacy movement.

Gerakan Literasi Sekolah (GLS) or school literacy movement is a program which familiarizes students with literacy in school. It is started since 2016. It aims to train and familiarize students with reading. It is hoped to develop literacy culture within the scope of education to improve the quality of life. This program has two purposes; general and specific. Generally, it is hoped to develop students' character through acculturation of school literacy ecosystems that are manifested in the school literacy movement in order to become lifelong learners. Specifically, this program aims to; (a) grow students' character; (b) build a school literacy ecosystem; (c) make schools as a learning organization (d) practice knowledge management activities; (e) maintaining the sustainability of literacy culture.

Reading culture cannot be formed instantly. It needs a long process. Involving parents in students' literacy is one way to support the government's program because initial education is given by the family, in this case are the parents. According to Makin and Whitehead (2004), literacy education has been started far before they start entering school. Fathers with high literacy education has a great effect on children's literacy and their academic achievement (Karther, 2002). Students' success in reading, literacy development, and overall learning are

influenced by parental involvement and the amount of time spent reading at home (Crosby et al., 2003). The involvement of parents gives positive outcomes for children both in their academic achievements and their attitudes (Gurbuzturk & Sad, 2010). Parents can involve in many forms of involvements. There are six types of involvements of parents according to Epstein (2002) namely parenting, communicating, volunteering, learning at home, decision making and collaborating with community.

Based on the preliminary observation that was conducted at SMP Mutiara, it was interestingly noted that there are several types of parents' involvements were identified namely communicating, learning at home, decision making and collaborating with community. Besides, *Gerakan Literasi Sekolah (GLS)* or school literacy movement was also implemented once in a week every Friday. By looking at those reasoning this study aim to analyze parents' involvements towards students' English literacy in SMP Mutiara.

1.2 Limitation of Study

Limitation of a study was used to avoid the existence of deviations and widen the subject matter so that the research is more directed in conducting the study. It eases the research to achieve the objectives. Due to limitation of time, this study involved only several participants i.e. the headmaster, English teachers, and parents.

1.3 Research Questions

Based on the background of the study, the research questions are formulated, as follows:

1.3.1 What kinds of parents' involvements are implemented and how are parents' involvements conducted in teaching English literacy at SMP Mutiara?

1.3.2 What are the parents' perceptions about parents' involvements program at SMP Mutiara?

1.3.3 What are the challenges that are encountered by the teacher when conducting parents' involvements program at SMP Mutiara?

1.4 Objectives of Study

The objectives of this study are as follows;

1.4.1 To identify kinds of parents' involvements and analyze their implementation in teaching English literacy at SMP Mutiara.

1.4.2 To analyze parents' perceptions about parents' involvements.

1.4.3 To elaborate the challenges that are encountered by the English teachers when conducting parents' involvements at SMP Mutiara.

1.5 Significance of the Study

The significances of this study are as follows:

1.5.1 Theoretically, this study is expected to support existing learning theories, especially theories related to parents' involvements in students' English literacy.

1.5.2 Practically, this study is expected to be beneficial for several parties:

1.5.2.1 For school.

The results of this study can be used as a model of involving parents in the students' English literacy.

1.5.2.2 For teacher.

The result of this study is expected to give positive contributions to the teachers in involving parents in the students' English literacy.

1.5.2.3 For parents.

This study is expected to enrich the knowledge about the importance of parents' involvements in students' English literacy. This can help parents to prepare themselves and be ready to be involved in literacy process with their children.

1.5.2.4 For other researchers.

This research can attract other researchers to conduct more in-depth research about parents' involvements, and can provide a new concept and fact that can be used as a guidance in conducting the research.