CHAPTER I
INTRODUCTION

1.1 Rationale

The opportunity of learning English in English as Foreign Language (EFL) is still limited. The students may have four classes a week. McCarty (2017) discussed about the challenges of learning English as Foreign Language who stated that most EFL countries offered very limited exposure of English in daily life. Consequently, people's motivation in learning English become low. The effectiveness of learning and teaching English may need to be increased since most students in EFL country tend to expect their teacher to provide English lesson. It is proven that students respond passively during English lesson (McCarty, 2017). In Indonesia, especially Bali, the need to have competencies in English language is considered important because of the demands of English speaking workers in tourism and travel industry in Bali is increasing and this leads to the increase of the number of vocational learning and training for tourism which include competencies in English (Sari, 2016).

In addition, in this millennium era as technologies have been developing very increasingly, technological literacy is also considered important and required for supporting in being competent in English. Sung et al (2016) added that ICT could play roles in the creation and variation of teaching and learning. Some electronic tools/devices could be involved to create new environment for better teaching and learning. There are many applications provided for education significance as well. Therefore, in this case not only teachers are supposed to encourage children, but also all parents support their children in way of installing

some applications related with education. The Every Student Succeeds Act of 2015 (ESSA) considers that the key of students' success can be ensured from the parent engagement with their children's learning and teachers at school. It goes along with "partnerships between parents, students and schools promote student learning, well-being and high expectations for student success" (Department of Education & Training [DET], 2018).

As nowadays' technological advances, these engagements lead to the shared information by using free online digital platform, called Seesaw application. Through this application, parents could read and view all posted information about their children progress at school privately for those parents are not ready to post their children in this application. They also could respond and interact with teachers. It also offers a convenient as a digital avenue for parent and teacher communication (Kurnaya & Sellhorn, 2018). Heath, et al., (2015) also found that this two-way communication technology is helpful for building trust and maintaining parent satisfaction with school community, and increasing the frequency of communication between those two parties.

As it has been explained that especially in teaching early years students, the parental involvement is the most important thing to do for supporting their leaning. There are some factors as socio-political factors that affect to parental involvement; two social-political factors such as socioeconomic condition and parents' negative school experience (LaRocque et al., 2011). Parents with low levels of education involved less in their children learning process. Parents cannot help their children by providing course or homework because their knowledge about itis still limited. In the other hand, parents with high levels of education give different treatment to

their children. The parents from high level of education know of what the students'
need in the learning process. The parents are more likely to be involved in their
children's work with any efforts. Eccles and Harold (1996) stated the parents who
come from high achievement will be more willing with the activities at school than
the parents who come from low achievement. In sum up, parents who come from
high and low achievement will have different efforts to their involvement with their
children's learning and school activities.

In conducting parental involvement, the communication is the key to relate
between school-to-home and home-to-school. To make the communication run well
between school-to-home and home-to-school, language used should be good. If the
parents are not provided with information about their involvement and the school's
expectations for them will be different, they cannot effectively participate in school
activities. Hence, language used is another essential thing that should be paid
attention by school and teachers to make parents participated (Aronson, 1996;
LaRocque et al., 2011). Most of parents do not understand language used in the
school since because it could be very academic for them (LaRocque et al., 2011).
The communication between parents and teachers needs to be held more to view
the learning progress of students at home during this online learning because of the
pandemic. This LaRocque's statement was supported by Epstein's theory (1987,
1991, 2002) about types of parents' involvement at school; parenting,
communicating, volunteering, learning at home, decision making, and collaborating
with community. By the existence of Seesaw application as a communication tool,
it would be good to be a bridge between parents with children learning at home and
teachers in running this distance learning.

Knowing the importance of teacher-parents engagement to boost students' learning, researcher has taken interest to conduct the research on parents involvement focused on supporting students' literacy program by using Seesaw Application in one of International Schools in Bali named Sunrise School. This school uses this application to support the learning activities in online learning besides its privacy-kept and friendly user for parents and teachers from early years until primary. It was also proven effectively used in early years in which some studies research about it as Willis and Exley in 2018 in Australia School and Kurnava and Sellhorn in 2018 in Private Montessori Schools. They concerned its effect of the technology with parent intervention that showed that this technology affected to parent education and confidence about their children's learning at school.

Sunrise school implements self-discipline policy which includes adult stage of consciousness such as reactive, responsive and intuitive in which adult must be able to cope with children in every situation to help children to grow up. It means the role of parents is really important in Sunrise School Bali. From pre-observation and principals' interview as well, this application was chosen since it was very handy for the teachers as they could be very creative in designing their lesson plans and assessments. It connects teachers around the world as there is a teachers' library for every subject where the teachers could share ideas and creativity. Teachers are able to save their time as they could use creative tools to take pictures, draw, make and record videos, create learning games, give verbal and written feedback to the portfolios' learners.

Besides, it crucially needs the parental involvement in early years for keeping the communication with teachers rather than primary because of their ages. It was running effectively online in these four early years classes from the socialization of school to parents with the help of learning packs every week. So, through this research, the implementation of the application and its impact to Sunrise early years students' English literacy seen from teachers' and parents' perspectives were studied.

1.2 Problem Identifications

Since the pandemic situation, teaching and learning for early children should be shifted into online. By the technological advances, Sunrise School Bali decided to use the application which was handy, friendly-user but still privacy-kept for sharing information internal school, teacher, and students' learning development. While having distance learning, parents at home were supposed to be their private teachers who taught, accompanied, and supported. In employing Seesaw application, parents who do not understand academic language used for teaching would feel assisted and it also leads to their engagement with teachers at school. The communication between two parties about good and bad of their children's development would be conducted through this application. Thus, parents and teachers have altogether responsibility to support children in the different settings and expected to motivate children in learning. Hence, by looking at the research background, the problems identified in this recent study were about the implementation of Seesaw application in Sunrise School Bali in the context of early

years' classes and the impact of this application toward students' literacy seen from teachers and parents' perspectives.

1.3 Research Problem

1. How is Seesaw application used in early years' classes at Sunrise School Bali?

2. What are the perspectives of teachers about the impact of Seesaw application implementation toward English children's literacy?

3. What are the perspectives of parents about the impact of Seesaw application implementation toward English children's literacy?

1.4 Research Purpose

1. To analyze the use of Seesaw application by early years teachers at Sunrise School Bali

2. To describe the impact of Seesaw application implementation toward English children' literacy from the perspectives of teachers

3. To describe the impact of Seesaw application implementation toward English children' literacy from the perspectives of parents

1.5 Research Significance

1.5.1Theoretical Significance

This study was expected to be an input about the implementation of Seesaw in Sunrise School Bali. It also was expected as the addition information and reflection on how Seesaw application implemented on early years students' English

literacy and communication between teachers and parents from teachers' and parents' perspectives.

1.5.2 Practical Significance

a. For the Teacher

This study was beneficial for the teachers in order to plan the involvement of parents towards programs held in Sunrise School Bali. Due to parental activism required to be emphasized, children would feel motivated to learn and develop at home.

b. For Other Researchers

This study is expected to become first hand reference for other researchers to conduct a further study about the implementation of Seesaw application to build communication with parents in early years and to describe the impact of Seesaw application implementation toward English children' literacy.

1.6 Scope of Study

This recent study was conducted in Sunrise School Bali specifically in early years class academic year 2019/2020 term 2. It was as one of International schools in Bali which provides education level from Early Years (Small World, Playgroup, Kindergarten, Prep class) until Junior High School (JHS). The Seesaw application has been implemented for all education levels. Yet, during this online learning only early years was observed effectively using Seesaw for communication between teachers and parents regarding to support children' English literacy at home. This

research studied about the implementation of Seesaw and its impact toward students' literacy from teachers and parents' perspectives.