

**HOME AND SCHOOL LITERACY ENVIRONMENT IN SUPPORTING THE TEYL
(TEACHING ENGLISH TO YOUNG LEARNER)
A CASE STUDY OF UPPER-LEVEL STUDENTS AT ONE PRIMARY SCHOOL IN
BANDUNG**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in English
Education



By
Dedeh Juliah
1707996

**ENGLISH EDUCATION PROGRAM
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

**Home and School Literacy Environment in Supporting the TEYL
(Teaching English to Young Learner)
A Case Study of Upper-Level Students at One Primary School In Bandung**

Oleh
Dedeh Juliah

S.Pd Universitas Islam Negeri Sunan Gunung Jati Bandung, 2011

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

© Dedeh Juliah 2017
Universitas Pendidikan Indonesia
Desember 2020

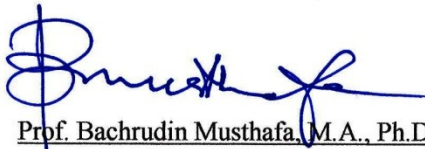
Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

APPROVAL PAGE

This thesis entitled "Home and School Literacy Environment in Supporting the TEYL
(Teaching English to Young Learner)
A Case Study of Upper-Level Students at One Primary School in Bandung" has been approved
by the supervisors

A thesis
By
Dedeh Juliah
1707996

Approved by:



Prof. Bachrudin Musthafa, M.A., Ph.D
NIP. 195703101987031001

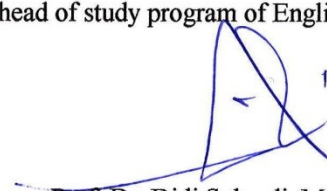
Main Supervisor



Yanty Wirza, M.Pd., M.A., Ph.D
NIP. 197701152005012003

Co-supervisor

This thesis has been approved by
The head of study program of English education



Prof. Dr. Didi Suherdi, M.Ed.
NIP. 196211011987121001

ABSTRACT

Literacy plays an important role in facilitating children learning the language. But in fact, literacy culture in Indonesia still has been in a very worrying condition. The study is aimed to investigate how the home literacy environment and the school literacy environment support the TEYL. The present study was conducted at one primary school in Bandung City, West Java Province. The participants in this study were 53 students of class 4th, 5th, and 6th, 53 parents of students of class 4th, 5th, and 6th, and 1 English teacher. This present study employed the qualitative method research design. The qualitative data were collected through questionnaires, interviews, classroom observations, and home visits. The findings revealed that the home literacy environment moderately supports TEYL. Based on parents' questionnaires, most of the parents' answers, they chose *often* on parental belief and attitude toward literacy and literacy activities at home, but they ticked *sometimes* in providing the accessible literacy sources to their children. Based on home visits, it showed that the three aspects of children's home literacy environment had necessary supportive elements to their learning. In addition, according to the teacher's interview, the children who were accustomed to literacy activity at their home tended to be ready to learn actively, joyfully, and enthusiastically. In terms of the school literacy environment, it was found that the school literacy environment also moderately supports the TEYL. Through the teacher's questionnaires, it was noted that the majority of the teacher's answers showed agreement on the three aspects of the school literacy environment that will support the TEYL. Next, generally from the result of classroom observation, and teacher's interview, it showed that the student 4, students 29, and student 44 who have been familiar with the school literacy environment tended to follow the lesson with pleasure, enthusiasm, and active engagement.

Keywords: *English as Foreign Language (EFL), Home Literacy, School Literacy, Teaching English to Young Learner (TEYL).*

ABSTRAK

Literasi memainkan peranan yang sangat penting dalam memfasilitasi pembelajaran bahasa anak-anak. Namun faktanya, budaya literasi di Indonesia masih dalam kondisi yang sangat mengkhawatirkan. Penelitian ini bertujuan untuk menyelidiki bagaimana lingkungan literasi rumah mendukung Pengajaran Bahasa Inggris untuk Anak-anak dan bagaimana lingkungan literasi sekolah mendukung Pengajaran Bahasa Inggris untuk Anak-anak. Penelitian ini dilakukan di salah satu sekolah dasar di Kota Bandung, Provinsi Jawa Barat. Partisipan dalam penelitian ini adalah 53 siswa kelas 4, 5, dan 6, 53 orang tua siswa kelas 4, 5, dan 6, dan 1 guru bahasa Inggris. Penelitian ini menggunakan desain penelitian metode kualitatif. Data kualitatif dikumpulkan melalui kuesioner, wawancara, observasi, dan kunjungan rumah. Temuan ini mengungkapkan bahwa lingkungan keaksaraan di rumah cukup mendukung TEYL dilihat dari hasil kuisisioner orang tua, sebagian besar orang tua menjawab *sering* dalam aspek kepercayaan dan perilaku orang tua terhadap literasi, tetapi mereka menjawab *kadang-kadang* dalam menyediakan sumber literasi yang dapat diakses untuk anak-anak mereka. Berdasarkan kunjungan rumah, itu menunjukkan bahwa tiga aspek lingkungan literasi di rumah anak-anak memiliki unsur pendukung yang diperlukan untuk pembelajaran mereka. Selain itu, menurut wawancara guru, hasilnya menunjukkan bahwa anak-anak yang terbiasa dengan kegiatan baca-tulis di rumah mereka, cenderung belajar aktif, riang, antusias, dan siap belajar. Dalam hal lingkungan literasi sekolah, ditemukan bahwa lingkungan literasi sekolah juga cukup mendukung Pengajaran Bahasa Inggris untuk Anak-anak. Melalui kuesioner guru, dicatat bahwa mayoritas jawaban guru setuju bahwa ke tiga aspek lingkungan literasi sekolah akan mendukung pengajaran Bahasa Inggris untuk anak-anak. Selanjutnya, secara umum dari hasil observasi kelas, dan wawancara guru, hasilnya menunjukkan bahwa siswa yang telah terbiasa dengan lingkungan literasi sekolah cenderung mengikuti pelajaran dengan senang, antusias, dan aktif dalam menghadiri pelajaran.

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing, Literasi Rumah, Literasi Sekolah, Pengajaran Bahasa Inggris untuk Anak.*

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
DECLARATION.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Research.....	1
1.2. Formulation of the Problems.....	5
1.3. The Purposes of the Research.....	6
1.4. The Significance of the Research.....	6
1.5. Definition of Key Terms.....	7
1.6. Organization of the Research.....	8
CHAPTER II.....	10
LITERATURE REVIEW.....	10
2.1 Literacy Education.....	10
2.2 Home Environment.....	16
2.3 Home Literacy Environment.....	17
2.4 School Environment.....	20
2.5 School Literacy Environment.....	21
2.6 Teaching English to Young Learners.....	23
2.7 Previous Related Research.....	27
CHAPTER III.....	30
RESEARCH METHODOLOGY.....	30

3.1	Research Design.....	30
3.2	Research Site and Participants.....	31
3.3	Data Collection Method.....	32
3.3.1	Questionnaires.....	32
3.3.2	Interview.....	33
3.3.3	Observation.....	34
3.3.3.1	Classroom Observation.....	34
3.3.3.2	Home Visit.....	34
3.4	The Technique of Data Analysis.....	35
3.4.1	Coding.....	35
3.4.2	Memoing.....	35
CHAPTER IV.....		37
FINDINGS AND DISCUSSION.....		37
4.1.	Family Profile.....	37
4.2.	Home Literacy Environment in Supporting the TEYL.....	40
4.2.1.	Parental Beliefs and Attitudes towards Literacy.....	41
4.2.2.	Literacy Activities at Home.....	43
4.2.3	The Availability of Literacy Sources.....	48
	Figure 4.2.3-a The availability of literacy sources at student 4’s home.....	49
4.3.	School Literacy Environment in Supporting the TEYL.....	54
4.3.1.	Teacher Beliefs and Attitudes towards Literacy.....	55
4.3.2.	Literacy Activities at School.....	56
4.3.3.	Availability of Literacy Sources.....	62
4.4.	Discussion.....	64
CHAPTER V.....		69
CONCLUSIONS, IMPLICATION, LIMITATION, AND RECOMMENDATIONS		
.....		69
5.1.	Conclusions.....	69

5.2. Implications.....	70
5.3 Limitations of the Research.....	72
5.4 Recommendations for Future Research.....	72
REFERENCES.....	74
APPENDICES.....	84
Appendix 1 : Questionnaires of Home Literacy Environment.....	84
Appendix 2 : Home Visit.....	87
Appendix 3 : Questionnaires of School Literacy Environment.....	88
Appendix 4 : Guide Interview about Home and School Literacy Environment in Supporting The TEYLFor Teacher.....	91
Appendix 5 : English Classroom Observation to See the Process of TEYL.....	94
Appendix 6 : Research Cover Letter.....	95
Appendix 7 : Research Certificate.....	96

REFERENCES

- Abidin, Y., Mulyati, T., & Yunansah, H., (2017). *Pembelajaran literasi (Strategi meningkatkan kemampuan literasi Matematika, Sains, Membaca, dan Menulis)*. Jakarta: Bumi Aksara.
- Akande, O.M. (1995). *Hints on teaching practice and general principles of education*. Lagos, OSKO Associates.
- Al Otaiba, S. F., & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective? An experimental and longitudinal study. *Journal of Learning Disabilities*, 39, 414-431.
- Alwasilah, A.C. (2000). *Dasar-dasar merancang dan melakukan penelitian kualitatif*. Bandung: Pustaka Jaya.
- Artini, L.P. 2017. The rich language learning environment and young learners' literacy skills in English. *Lingua Cultura*. 11(1), 19-24.
- Berkowitz, R., et.al. (2017). Parental involvement and perception of school climate in California. *Urban Education*. DOI: 10.1177/0042085916685764.
- Brown M. & Harmon M. T. (2013) iPad intervention with at-risk preschoolers: Mobile technology in the classroom. *Learning Space: Perspectives on Technology and literacy in a Changing Educational Landscape* 14: 56.
- Bus, A. G., van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1–21.
- Celano, D.& Neuman, S. (2001) The role of public libraries in children's literacy development. Pennsylvania, PA: Pennsylvania Library Association.
- Cheung, H., & Ng, L. (2003). Chinese reading development in some major Chinese societies: An introduction. In C. McBride-Chang & H. -C. Chen (Eds.),

- Reading development in Chinese children* (pp. 3–17). Westport, CT: Praeger Press.
- Ching & Ling (2019). Context of learning in TEYL. In Garton & Copland (Eds). *The Routledge handbook of English to young learners* (pp.95-96). New York: Routledge.
- Chiu, M. M., & McBride-Chang, C. (2010). Family reading in 41 countries: Differences across cultures and students. *Scientific Studies of Reading, 14*, 514–543.
- Christenson, S.L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement: An Avenue to increase students' success. *School Psychology Quarterly, 7*(3), 178-206. <https://doi.org/10.1037/h00882559>
- Christie, P.&Misson, R. (1998). *Literacy and schooling*. London: Routledge.
- Chiu, M. M., & McBride-Chang, C. (2010). Family reading in 41 countries: Differences across cultures and students. *Scientific Studies of Reading, 14*, 514–543.
- Coleman, J. S. (1988). Social capital in the creation of human capital, *American Journal of Sociology, 94*, 95-120.
- Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA, Harvard University Press.
- Coleman, J. S. (1991) *Policy perspectives: parental involvement in education*. Washington DC: US Department of Education.
- Contesse, C.A. (2008). Age and the critical period hypothesis. *ELT Journal, 63*(2), 170-173.
- Cole, M.(2008). *The Importance of parental involvement in language acquisition and activities and techniques to enhance the home and school connection*. Washington: Washington University of School and Medicine.
- Cousin, P.T., Weekly, T., & Gerard, J. (1993). The Functional uses of language and literacy by students with severe language and learning problems. *Language Arts, 7*, (7), 548-556.

Cresswell. (2007). *Qualitative inquiry & research design*. United States of America: SAGE Publication, Inc.

Dahar, Arshad., M., Tahira, R., Ahmad, R., (2009). *Impact of the prior school environment on academic achievement of students at the secondary stage in Punjab (Pakistan)*. Accessed on 9, December 2019. Available at:

https://mpira.ub.uni-muenchen.de/28359/1/MPRA_paper_28359.pdf

Dean, G. (2001). *Teaching reading in secondary school*. London: David Fulton Publishers, Ltd.

Dickinson, D. K., & Tabors, P. O. (1991). Early literacy: Linkages between home, school and literacy achievement at age five. *Journal of Research in Childhood Education*, 6(1), 30–46

Dynia, J.M., Schachter, R.E., Piasta, S.B., Justice, M. L., O’Connell, A.A., & Pelatti, Y.C. (2018). An empirical investigation of the dimensionality of the physical literacy environment in the early childhood classroom. *Journal of Early Childhood Literacy*.18(2), 239-263. DOI: 10.1177/1468798416652448.

Dowhower, S. L.,& Beagle, K. G. (1998). The print environment in kindergartens: A study of conventional and holistic teachers and their classrooms in three settings. *Literacy Research and Instruction*.37, 161–190.

Durkin, D. (1966).*Children who read early*. New York: Teachers College Press

Education Report for All Global Monitoring Report. (2006). *Understanding of literacy*. Accessed on 1st May 2019.

www.unesco.org/education/GMR2006/full/chapt6_eng.pdf

Edwards, R. (2002). *Children, home and school*. London: Routledge Falmer.

Erkan, S. (2011). A study on the school readiness of first-graders from different socio-economic levels. *Hacettepe University Journal of Education*, 40, 186-197.

- Ergill, et.al (2017). The home literacy environments of Turkish Kindergarteners: Does SES make differences? *International Journal of Instruction*. 10. (1).p. 187-202.
- Evans, M. A., Shaw, D., & Bell, M. (2000). Home literacy activities and their influence on early literacy skills. *Canadian Journal of Experimental Psychology*, 54,65–75.
- Farrant, M. B., & Zubrick, R. S. (2011). Early vocabulary development: The importance of joint attention and parent-child book reading. *First Language*, 32(3), 343-364.
- Farombi, J.G. (1998). *Resource concentration, utilization, and management as correlates of students' learning outcomes: a study in school quality in Oyo State*. Unpublished Ph.D. thesis, University of Ibadan.
- Freeman, D.E. & Freeman, Y.S. (1994). *Between worlds: Access to second language acquisition*. Portsmouth: Heinemann.
- Fuligni, A. J. (1997) The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior, *Child Development*, 68(2), 351-363.
- Gee, J.P. (1990). *Social linguistics and literacies*. London: Taylor and Francis.
- Gettinger, M. & Guetschow, K. W. (1998) Parental involvement in schools: parent and teacher perceptions of roles, efficacy, and opportunities, *Journal of Research and Development in Education*, 32(1), 38-52
- Giordano, T. (1997). The relationship between the home literacy environment and the frequency of literacy interaction which Occur There. New Jersey: Kean College.
- Gunn, B. K., Simmons, D. C., & Kameenui, E.J. (1995). *Emergent literacy: A synthesis of the research*. Eugene, OR: The National Center to Improve the Tools of Educators. Available at:
<http://idea.uoregon.edu:16080/~ncite/documents/techrep/tech19.html>

- Hamied, F.A. (2017). *Research method: A guide for first-time researchers*. Bandung: UPI Press.
- Hannah, R. (2013). *The effect of classroom environment on student learning*. Michigan: Western Michigan University.
- Hanover Research. (2014). *Best practice in K-12 literacy models*. Kansas State Departement of Education.
- Heath, S. B. (1980). Literacy and the future of print: the function and uses of Literacy. *Journal of Communication*.30, (1), 123-133.
- Hickman, P. (2014). *Working with young dual language learners and their families in early learning settings*. The Early Childhood Action Collective (ECAC): Philadelphia.
- Hildebrand, V.L. & Bader, L.A. (1992). An exploratory study of parents' involvement in their child's emerging literacy skills. *Reading Improvement*, 29, 163-70.
- Hood, M., Conlon, E., & Andrews, G. (2008). Preschool home literacy practices and children's literacy development: A longitudinal analysis. *Journal of Educational Psychology*, 100, 252–271.
- Jalal, F. & Musthafa, B. (2001). *Education reform in the context of regional autonomy: The Case of Indonesia*. Jakarta: MoNE, BAPPENAS, & World Bank.
- Jin & Cortazzi. (2019). Early English language learning in Asia. In Garton & Copland. *The routledge handbook of teaching English to young learners* (pp.477-478). New York: Routledge.
- Johnson, A. D., Martin, A., Brooks-Gunn, J., & Petrill, S. A. (2008). Associations among household chaos, the home literacy environment, maternal reading ability, and children's early reading. *Merrill-Palmer Quarterly*, 54, 445–472.
- Johnstone, R. (2019). *The routledge handbook of teaching English to young learners*. New York: Routledge Taylor and Francis Group.
- Kabali, T.C., (2014). *The acquisition of early reading skills: The influence of the home environment in Lusaka, Zambia*. Zambia: University of Zambia.

- Katzir, T., Lesaux, N.K., & Kim, Y-S. (2009). The role of reading self-concept and home literacy practices in fourth-grade reading comprehension. *Springer*, 22, 261–276.
- Katzir, L. K. (2018). *The role of reading self-concept and home literacy practices in fourth-grade reading comprehension*. Harvard University: USA.
- Karrass, J., & Braungart-Rieker, J. M. (2005). Effects of shared parent-infant book reading on early language acquisition. *Applied Developmental Psychology*, 26, 133-148.
- Agar anak kembali gemar membaca*. (2016, May 12). KOMPAS.
- Handoko, E. (2016, April 22). *Finlandia Negara paling terpelajar di Dunia, Indonesia peringkat ke 60*. KOMPAS. Retrieved from: [http://internasional.kompas.com/read/2016/03/18/12533571\)Finlandia.Negara.Paling.Terpelajar.di.Dunia.Indonesia.Peringkat.Ke-60?page=all](http://internasional.kompas.com/read/2016/03/18/12533571)Finlandia.Negara.Paling.Terpelajar.di.Dunia.Indonesia.Peringkat.Ke-60?page=all)
- Korir D. K., & Kipkemoboy F., (2014). The impact of the school environment and peer influences on students' academic performance in Virginia country, Kenya. *International Journal of Humanities and Social Science*. 4(1), 240-251.
- Kweon, B. S. & Ellis, D.E. (2012). Landscape performance research: school environment and students' performance. *Landscape Performance Research*. Retrieved on 11th of May 2019, from <https://lafoundation.org/news-events/blog/archives/2012/page/6>.
- Laurence, A.A.S. (2012). School environment & academic performance of standard six students. *Journal of educational and industrial studies in the world*. 2(3), 1-7.
- Lee, V.E., Zuze, T.L. & Ross, K.R. (2005). School effectiveness in 14 Sub-Saharan African countries: Links with 6th graders reading achievement. *Studies in Educational Evaluation*. 31, 207-246.

- Leung, C. (2001). Evaluation of content language learning in the mainstream classroom. In B. Mohan, C. Leung & C. Davison (Eds.), *English as a second language in the mainstream: Teaching, learning, and identity*. (pp. 177-198). Singapore: Longman.
- Li, Goufang. (2007). Home environment and second language acquisition. *British Journal of Education*. 28(3), 285-299.
- Li, G. (2004) Perspectives on struggling English language learners: Case studies of two Chinese- Canadian children, *Journal of Literacy Research*, 36(1), 29-70.
- Linse, C. et.al. (2014). *Parents and young learners in English language teaching: global practices and issues in school-home contacts*. London: British Council
- Liu, X. (n.d). *Home literacy environments' influence on language and reading development*. University of Michigan: Michigan.
- Mege, C.A., (2014). *Influence of school environmental factors on teaching-learning process in Public Primary Schools in lower nyokal division, Home-Bay District, Kenya*: University of Nairobi
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. New York: John Wiley and Sons.
- Miller, P.H. (2002) (Ed.). *Theories of developmental psychology*. New York: Worth.
- Miles, M. B., & Huberman, A.M. (1994). *An expanded sourcebook: Qualitative data analysis* (2nd Edition). Thousand Oaks: SAGE Publication.
- Moos, R.H. (1979). *Evaluating educational environment*. San Fransisco: Jossey-Bass.
- Musthafa, B. (2010). Teaching English to young learners in Indonesia: Essential requirements. *Educationist*, IV(2), 120-125.
- Nabavi, T. R., (2012). *Bandura's social learning theory and social cognitive learning theory*. University of Science and Culture: Iran.
- Neumann, M. M., Hood, M., Ford, R. (2013). Mother-child referencing of environmental print and its relationship with emergent literacy skills. *Early Education & Development* 24(11), 75–1193.

- Niklas, F., & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary Educational Psychology*, 38, 40-50.
- Ngoroso, D. (2011). *Literacy skills of Kiswahili speaking children in rural Tanzania: The Role of home environment*. Vasa: Abo Akademi University.
- Padakannaya, P. & Bunvaneswari, B. (2017). Development of home literacy environment questionnaires for Tamil-speaking kindergarten children. *Springer Open Journal*. (7)14, 1-15.
- Parcel, T. L. & Dufur, M. J. (2001) Capital at home and at school: effects on student achievement, *Social Forces*, 79(3), 881-912.
- Park, H. (2008). Home literacy environments and children's reading performance: a comparative study of 25 countries. *Educational Research and Evaluation*, 14(6), 489-505.
- Payne, A. C., Whitehurst, G. J., & Angell, A. L. (1994). The role of home literacy environment in the development of language ability in preschool children from low-income families. *Early Childhood Research Quarterly*, 9, 427-440.
- Purcell-Gates, V. (1995) *Other people's words: The cycle of low literacy* (Cambridge, MA, Harvard University Press).
- Puskas, A. (2016). *The Challenges and practices of teaching young learners*. J Selya University: Komarno.
- Putra, J.R. (2012). Creating a positive English language teaching and learning environment in EYL classroom setting. *Proceeding of TEYLIN 2: From Policy to Classroom*. (p.224-267). Bandung: Universitas Pendidikan Indonesia.
- QKLG Professional development & Queensland Curriculum & Assessment Authority. (2014). *Supporting language and early literacy practices in kindergarten*. Queensland: Queensland Government.
- Ren, L. & Hu, G. (2013). A comparative study of family social capital and literacy practices in Singapore. *Journal of Early Childhood Literacy*.13, 98-130.
- R.C. Odeh, Angelina, & Dondo. (2015). Influence of school environment on academic achievement of students in a secondary school in zone "A" senatorial

district of Benue State, Nigeria. *International Journal of Recent Scientific Research*. 6(7), 4914-1922.

Roberts, J., Jurgens, J., & Burchinal, M. (2005). The role of home literacy practices in preschool children's language and emergent literacy skills. *Journal of Speech, Language, and Hearing Research*, 48(2), 345-359.

Rodliyah, S.R. (2017). Teaching English to young learners: How they learn and pedagogical implication. Accessed on : November 6, 2019.

http://file.upi.edu/Direktori/FPBS/JUR_PEND_BAHASA_INGGRIS/197308062002122-ROJAB_SITIRODLIYAH/paper_kopendas.pdf

Rogers, R. (2003) *A critical discourse analysis of family literacy practices*. Power in and out of print (Mahwah, NJ, Laurence Erlbaum.

Rudd, R, S. (2008). *The Effect of school environment on young people's attitudes towards education and learning*. National Foundation for Educational Research.

Sepyanda, M. (2013). The importance of English subject in the elementary school curriculum. *English language teaching and research*. 1(1), 206-216.

Setiadi, R. (2010). *Self-efficacy in Indonesian literacy teaching context: A theoretical and empirical perspective*. Bandung: Rizqi Press.

Setiadi, R., & Ilfiandra (2017). *Pengembangan model intervensi sosio kultural untuk merevitalisasi budaya literasi pada jenjang pendidikan dasar di Jawa Barat*. Bandung: UPI.

Shi (2013). Home literacy environment and English language learners' literacy development: what can we learn from the literature? *Springs/Printemps*, 38(1), 29-38.

Ssentanda & Ngwaru. (2019). Early English language learning in Africa: Challenges and Opportunities. In Garton & Copland (Eds). *The routledge handbook of teaching English to young learners* (pp.461-462). New York: Routledge.

- Stephenson, A. K., Parrila, K. R., Georgiou, K. G., & Kirby R. J. (2008). Effects of home literacy, parents' beliefs, and children's task-focused behavior on emergent literacy and word reading skills. *Scientific Studies of Reading, 12*(1), 24-50.
- Stone, C.A.(2004). Contemporary approaches to the study of perspectives. In C.A.Stone, S.A. Silliman, E.R. Elaine, J. Barbara, & K. Apel (Eds), *Handbook of language and literacy: J. Development and Disorders*. New York: The Guilford Press.
- Sunaga. (2016). The survey of information literacy among students and teachers. *Education Reform Journal, 1*(2), 49-55.
- Taylor, D. & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families* (Portsmouth, NH, Heinemann).
- Teaching and learning international survey TALIS (2009). *Creating effective teaching and learning environments: first results from TALIS*. Education International Analysis.
- The Access Center, (2005). *Literacy rich environment*. Accessed on December, 10th, 2019. <https://osepideasthatwork.org/sites/default/files/21%20-%20Literacy%20Rich%20Environments.pdf>.
- T. Marie, T.& Tran. (2014). *The Impact of parent involvement on preschool English language learners' ability to learn the English language*. St. Catherine University: Masters of Arts in Education Research Papers.
- Van, S. R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading, 29*, 367–383.
- Whitehurst, G. J. (2003). *Classroom literacy environment checklist*. New York: The national center for learning disabilities. Available at: http://www.getreadytoread.org/pdfs/School_Environ_Scan.pdf.

- Wright, S. & Cowen, E.L. (1882). Student perception of the school environment and its relationship to mood, achievement, popularity, and adjustment. *American Journal of Community Psychology*, 10(6), 687-703.
- Yelland, N. (eds.). (2006). *Critical issues in early childhood education*. New York: Open University Press.
- Yeo, K. & Lee, M. C. (2014). Influence of home literacy environment on children reading attitude. *Journal of Education and Practice*.5(8), 119-138.
- Yeung, S.S, &King, R.B. (2015). Home literacy environment and English language and literacy skills among Chinese young children who learn English as a second language. *Reading Psychology*, 0(0), 1-20.
- Yin. (1989). *Case study research: Design and methods*. London: SAGE Publication, Inc.
- Yıldırım, Ö. (2013). Family literacy and second language literacy research: focus on language minority children. *The Journal of Language and Linguistic Studies*, 9(1), 145-159. <http://www.jlls.org/vol9no1/145-159.pdf>.