

CHAPTER I INTRODUCTION

This chapter presents the general issues related to the present study. The first part begins with the background of the research. Then, it is continued with the formulation of the problem and the purposes of the study. The next part presents the scope of the research, the significance of the research, and the organization of the research.

1.1. Background of the Research

The literacy culture in Indonesia has been in a very worrying condition. In April 2016, Central Connecticut State University released the literacy culture of 61 countries in the world. It shows that Indonesian literacy culture was on the 60th from 61 countries that have been investigated. In this report, Indonesia was only above Botswana that placed the lowest ranking of the literal country in the world (Setiadi, 2017). UNESCO in 2014 also gathered the data that Indonesian Children approximately read only 27 pages throughout the year (Kompas, 2016). UNESCO has determined the standard for children to read is 2-4 hours every day even children in developed countries read for 6-8 hours every day (Kompas, 2016). By this means, Indonesia was left behind from other countries, where they have implemented multi-literacy to improve the quality of their education.

To increase literacy culture, it is important to introduce literacy programs to children. In this case, they have to participate in literacy activities actively. As its implementation, one of the ways to promote literacy is to introduce it in subjects includes English subjects at schools, not the exception in primary school. At some schools, before the class begins, the English teacher assigns their students to read 10-15 minutes in out of class to make more students engage with a lesson that they will achieve. To support full literacy engagement at home, parents have a central role to be the real model in providing attitudes, literacy activities and accessible literacy

sources for their children. They can give an example in literacy activities such as playing alphabets by spelling it in English includes writing their names, storytelling before their children sleep, and helping homework, and so on. Essentially, children should be introduced to English literacy in their living environment. It is very important to do because the environment relates to the social and cultural context in extending the children's learning (Vigotsky, 1962).

English plays a strategic role in young learners' life in the future (Sepyanda, 2013). We are living in a globalization era where English was used as the international language so that the need for English becomes an obligation. Besides that, the primary school students are the best phase to learn English as a foreign language because they are in the golden age or well known as a critical period hypothesis (Contesse, 2008). Moreover, learning English in Primary School will help the students were easier to learn English as the main subject in the next school level.

Therefore, TEYL in Indonesia must be given more attention in its implementation. There are many aspects to be improved in the EFL program, such as in teacher aspect, literacy, and even curriculum. Since curriculum 2013 was being applied, the Ministry of Education through its policy decided English in elementary school became the subject that is not obligated to be taught, so that decentralization to present English in primary school changes to be a local content (Jalal & Musthafa, 2001). As a result, young learners do not get sufficient time allocation to learn English. Furthermore, they explained most of the English teachers in primary school do not meet the criteria to teach English (Musthafa, 2010). They were not graduated from English education. In other words, their educational background does not qualify them to teach. It means that it will make difficult to reach the goals of TEYL.

In regards to the importance of English and improve young learners' needs of English, teaching English should be introduced and promoted not only in the school but also in the family. Remember that English today has limited time allocation; both parents and schools must have an appropriate strategy in teaching English. Over the

past decades or so, orthodoxy has developed that it is in children's best educational interests if the home (parents) and school (teachers) work together in partnership (Edwards, 2002). There must be a good relationship between parent and teacher to control the teaching and learning process, even challenges it (Linse, Vclack & Bladas, 2014). These two environments home and school share an influential space in a child's life (Tucker, et al., 1979). Therefore, it is important to involve both family and school to create what called an educative or total learning environment (Fantini, 1983).

Family support related to parental involvement in formal education well recognized as a factor that can contribute to children's success in school (Green et al., 2007). The parent has a big role in young children's literacy learning (Weinberger, 1994). Actually, the effort of a parent in both the public and private schools has been done earlier. It is in line with the statement that the first education is coming from the family. Wahi (2012) stated that within the family one undergoes a process of main and foremost education. Here, the parents, either verbally or inaction, whether it is teaching, and exemplary practices applied in the social life of the family, will influence one's subsequent behavior development. By so, parents as the closest person for their children were expected to create a good learning environment for them to learn English.

In their learning, children involved in a socio-cultural context (Bruner, 1960; Vygotsky, 1962) and language development has occurred through social interaction with the environment (Piaget, 1971). The similarity of this view is that they highlighted a child's' environment. Considering the principles of children learning, adults should play an active role in assisting the child's learning. On the other side, the adults and primary caregivers supported or "scaffold" young children to higher levels of thinking and acting. According to this view, children who get sensitive experiences and stimulated home environments cognitively are in benefit of the learning process.

The home environment closely related to the home literacy environment. According to Peeters, *et al.*, (2009) the home literacy environment is recognized as literacy materials and experiences at home, especially storytelling, chances for a child to interact verbally, parental literacy teaching activities and parents' literacy habits. It can be identified by parents' skills, ability, disposition, and resources that determined the provision of these opportunities for children (Burgess, Hecht, & Loningan, 2002).

There is a positive correlation between home literacy environments with young L2 learner development. The more parents read with a child in English, the better was a child's reading development. The existence of home literacy environments was believed could create a positive effect on young learners in learning the second language. Artini (2017) found that the English skills of primary school students improved by exposure to the English language through the Rich Language Learning Environment (RLLE). In previous times, even it was mentioned that a language-rich environment supports language learning in the early childhood setting (Hickman, 2014).

Home literacy environment has an important role in the fluency of young language learners. Home literacy environments were also influenced by physical or financial, human and social contexts (Li, 2007; Ren & Hu, 2015). It is in line with the theory of capital (Coleman, 1988, 1990, 1991). In this theory, the three forms of family capital reflected the quality of the children's home environment. Physical capital constituted the material resource that can be measured by family income. In other words, physical capital related to socio-economic standing. Human capital is the individual's level of educational attainment that embodied in personal knowledge. Meanwhile, social capital means the social resources in the family, which can be accessible to the family, or the social network between the family and social community (Hao & Bonstead-Bruns, 1998). Based on this theory, there was an assumption that the more the parent has high socioeconomic status, high-level

education, and high social relationship so the more the children can get literacy from his/her family.

There were researchers who have conducted and proven the relation between families, home literacy environment in relation to students learning achievement. A study by Christenson, *et.al*, (1992) identified that five family factors are important for student learning such as parent expectations and attributions, structure for learning, affective home environment, discipline, and parent involvement. Cole (2008) found that to develop language has to be learned within the social contexts found not only in the school but also in the home. Meanwhile, T. Marie, *et.al* (2014) found that parental involvement gave a positive effect on the ability of the pre-school English language learners in learning English.

Moreover, the school literacy environment also has an important role in supporting the TEYL. It is one of the parts of the school environment to refer to the factor within the school that influenced the teaching and learning process (Mege, 2014). The school environment related to the available facilities to help pupils attain the learning outcomes. According to Farrant (1991) and Farrombi (1998) school environment can be characterized by the availability of the books, audio-visual, software, and hardware of educational technology, size of the classroom, seating set up, the availability of learning tools for the teaching and learning are set up. By so, it can be concluded that the school literacy environment as a variable of the school environment is focused on the availability of source information, book in the school Korir and Kipkemboy (2014).

In case of supporting TEYL, for teachers, it is particularly useful to build strong relationships with parents so that their relationships with children were built on the knowledge of parental expectations, priorities and children's home experiences. If the teacher knows about parental belief and involvement of home literacy with their children, they can help and connect the way for them to build literacy at home and school.

Nevertheless, in the Indonesian context, there was still a lack of research conducted with joining these three themes namely the home literacy environment, school literacy environment, and TEYL. Therefore, I am interested to conduct research entitled Home and School Literacy Environment in Supporting Teaching English to Young Learner (A Case Study of 4th, 5th, and 6th-grade student at One Primary School in Bandung). The present study aims to know how the home literacy environment support the Teaching English to Young Learner (TEYL) and how school literacy environment support the Teaching English to Young Learner (TEYL).

1.2. Formulation of the Problems

This research focused on investigating the supporting of the home literacy environment toward teaching English to young learners (TEYL). Then, this research also focused on investigating the supporting of the school literacy environment toward teaching English to young learners (TEYL).

There were two questions in this research, they are:

- a. How does the home literacy environment support Teaching English to Young Learners (TEYL)?
- b. How does the school literacy environment support Teaching English to Young Learners (TEYL)?

1.3. The Purposes of the Research

Relevant to the research questions, this presents study purposes:

1. To analyze how the home literacy environment supports teaching English to Young Learner.
2. To analyze how school literacy environment supports teaching English to Young Learner.

1.4. The Significance of the Research

This study is potentially significant in three aspects of contribution. The first is its theoretical contribution to research in teaching English to young learners in Indonesia. The second is its practical contribution as its information to make several policies on supporting home and school environment support teaching English to the young learner. The third is its professional contribution for the teachers to create the classroom environment which supports TEYL and even for the parent to create a home environment that supports their child's' learning.

1. Theoretically, it offers some data on young learner's home and school literacy environment that supports their learning language. The result of the study can be used to enrich the data of young learner practice learning and literacy experience both in-home and school.
2. Practically, it is significant and valuable since identifying home literacy environment is beneficial especially for the parents to create rich language learning in their home and generally for stakeholder and educational practitioners to provide school literacy environment and for EFL teacher to select, promote and use appropriate literacy within the classroom which supports TEYL.
3. Professionally, this research can be a reflection for the researcher or other teachers to improve the teaching English to the young learner.

1.5. Definition of Key Terms

It is essential to discuss and define key terms and concepts that are central to this study because this provides a sense of how they were used in this research. This section defines a few key terms that were used throughout this study.

- a. Literacy: all the ways in which a student experiences the written and spoken word. This can be achieved through reading, writing, listening, speaking, and viewing (Oest, 2011).

- b. The home environment is a primary context for children's early learning and socio-emotional development (Morrison and Cooney, 2001), and it appear to be most vital in the early years of a child and important for the subsequent years in elementary school learning. The home environment is a primary context for children's early learning and socio-emotional development
- c. Morrison and Cooney (2001) explain that the home environment appears to be most vital in the early years of a child and important for the subsequent years in elementary school learning.
- d. Environment: According to Stott (1974) the term environment refers to encompasses all of the influences upon development that comes from outside of the individual. In this case, the environment is one of the factors which influence children to develop a positive reading attitude and thus crucial to be understood.
- e. Home literacy environment: It is the multifaceted construction that covers the various activities relates to the parent, child, and literacy that is not limited on its function, verbal reference to be literate, the using of library, parents encouragement and reading value about reading skill, parent model of literacy behavior and their attitude toward education (Burgess, 2002; Payne, Whitehurst, & Angell, 1994).
- f. The home literacy environment (HLE) is also considered as the home literacy materials and experiences, such as exposure to storybook reading, child opportunities for verbal interaction, parental literacy teaching activities and parent's literacy habits (Peeters, et al., 2009).
- g. Parental involvement: it includes parent participation in the education of their children through different behaviors, such as volunteering at school functions, communicating with school personnel, assisting with homework, attending school events, participating in parent-teacher organizations, and attending

parent-teacher conferences (Hill & Taylor, 2004; Lee & Bowen, 2006; Stewart,2008).

- h. School environment: it is defined as a measurement of the quality and quantity of cognitive, emotional, and social support that has been available to the students during their school life in terms of teacher-pupil interactions.
- i. School literacy environment: it means the factor that has a direct impact on the cognitive and affective development of students. It covers the availability of the sources, the use of technology, etc.

1.6. Organization of the Research

This paper consists of five chapters. Chapter I provides a general description of the present research. This introductory chapter consists of background, research questions, purposes of the research, significance of the research, definition of key terms, and organization of the paper.

Chapter II deals with the literature review concern to several theories related to this study. It covers the definition, categorization, uses and function of literacy and discussion of the home literacy environment, school literacy environment, and Teaching English to Young Learner (TEYL).

Chapter III elaborates on the research method of the present study. It presents research questions and develops the research design for this study. It also explains data collection for the present study by means of questionnaires and interviews. Lastly, it explains the analysis process of the collected data to answer the stated research questions.

Chapter IV presents and analyzes findings from the result of questionnaires and interviews. The findings were discussed to find out the students' home literacy environment of primary school. Finally, the findings and analysis were synthesized to answer the research questions.

Chapter V elaborates conclusion, implication, and recommendation. It concludes the synthesis of data analysis and discussion in the previous chapter. It also presents the limitation of the study. Lastly, it mentions several potential topics for further research in the same vein of the study and several suggestions for the teacher to create an effective learning environment that supports the TEYL.