

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATION, LIMITATION, AND RECOMMENDATIONS**

This present chapter discusses the conclusion of the present research and suggestion for future research with a similar topic. The conclusion and recommendations are drawn from the findings and discussion that have been explained in the previous chapter. Besides, this chapter also provides limitations of the research that can be used for reflection for another researcher regarding the research implementation.

#### **5.1. Conclusions**

As mentioned in the first chapter, this research is intended to answer two purposes of research: (1) to analyze how home literacy environment support teaching English to Young Learner, (2) to analyze how school literacy environment support teaching English to Young Learner.

In terms of the research question, all aspects of home and school literacy environment were found and each aspect describes and gave detail of how home and school literacy support the TEYL. Each aspect of the home literacy environment was taken and adapted from the previous studies conducted by Shi (2013) and Park (2008). Both of them are parental belief and attitude towards literacy, literacy activities at home (between parent and students), and the availability of literacy sources. Meanwhile, each aspect of the school literacy environment was adapted from Setiadi (2017). It consists of the same aspect are teacher belief and attitude towards literacy, literacy activities at school (between teacher and students), and the availability of literacy sources.

According to the data obtained from questionnaires to parents and to a teacher, teacher's interview, home visit, and classroom observation, it can be concluded that both of home and school literacy environment moderately support the TEYL. Based on parent's questionnaires, most of the parents' answer exactly 31, 81

% often acted as a role model in home literacy environment and 31, 68 % practice literacy activities with their children at home, but they ticked *sometimes* ( 34,77 %) 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 result showed that children who accustomed to literacy activity at their home, tended to learn actively, joyfully, enthusiastically, and ready to learn in the classroom.

In terms of the school literacy environment, it is found that the school literacy environment also moderately supports the TEYL. Through teacher's questionnaires, it is noted that the majority of the teacher's answers exactly 25 answers were *agreed* that the teacher must be a literacy model for their students, practice literacy activities with the students at school, and the school must provide accessible literacy sources to the students. Next, generally from the result of classroom observation, and teacher's interview, it showed that the students who have been familiar with the school literacy environment tended to follow the lesson with pleasure, enthusiastic, and active in attending the lessons.

From all the data above, it is considered very important to establish good communication between school and home. Because the tendency that happened today was that most of the literacy activities just happened in the school and depended on the teacher's initiative to conduct it. Actually, there must be good cooperation between teachers and parents to monitor children learning the language. Therefore, both teachers and parents need to facilitate young learners' learning language.

## **5.2. Implications**

This study showed a description of how home and school literacy supports TEYL through its aspects. Based on the results, both home and school literacy environments support the TEYL. However, from parent's questionnaires, there are some weaknesses in the aspect of parental belief toward literacy and literacy activities

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at home between parents and children. Parents tend to encourage their children to like reading but in fact, they have not become the literacy model for their children. Because of that phenomenon, children have not attained sufficient literacy activities with their parents. Thus, its implication was intended to the parents that they have to be more literate in order to become an appropriate model of literacy for their children. It means that they have to involve actively and directly in the literacy activities with their children. Besides that, the parent should provide sufficient literacy material or accessible literacy sources for their children.

Meanwhile, from the teacher's questionnaires, there are some weaknesses found that teachers feel neutral about visit the library school to support her TEYL. After it was investigated through the teacher's interview, evidently the library was not open every day. Thus, this implication was intended for the school to provide accessible literacy sources for students. In addition, the teacher feels there is still a weakness in case of increasing students' motivation and awareness to become literate, so the teacher here has to make good communication with the parents to help her at home in facilitating their children's learning. The teacher as the representative from the school can open access for the parent to monitor their children's learning development. Thus, there will be good cooperation between school (teacher) and home (parent) in facilitating and supporting teaching and learning especially the English language not only at the school but also at the home. Besides that, consider the fact that children learn from the environment around them, it is important for the teacher to create and provide children a nice and conducive environment that can stimulate them to learn (Rodliyah, 2017). In terms of providing an adequate rich literacy environment at school, later Rodliyah (2017) explained that there were some concrete things that teacher can do were as follows:

- a) The subject that was taught should involve child hands-on experiences as suggested by Piaget,
- b) With regard to Vygotsky's and Bruner's insight, the teacher should support or scaffold children learning in the classroom through some efforts, for example,

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simplifying the task, providing the vocabulary, giving guidance questions or phrase, and many more,

- c) The teacher must give the teaching and learning process which connected to students' daily life; in this case, the teacher should be a good mentor who must support and scaffold children learning, and should be a good model on language use, pronunciation, and other literacy activity incorrect forms,
- d) The teacher should organize the children's learning style (visual, auditory or kinesthetic) with appropriate literacy activities in the classroom. It can be done by providing the classroom with many interesting pictures, photos, realia, and other visual media to facilitate visual learners. Besides that, to attract children's attention, the colorful classroom can be decorated. For kinesthetic learner, a teacher can give music, or song to stimulate children auditory and to invite physical movement (drawing, jumping, and dancing), teachers should prepare various activities and be flexible to move from one another to prevent children' boredom, remember that children have a short attention span.

### **5.3 Limitations of the Research**

This study revealed some significant results of the home and school literacy environment in relation to TEYL (Teaching English to Young Learner). However, limitations should also be taken into account. It is important to acknowledge the limitations of the study to assist future researchers who plan to use similar methods and ideas. This will also pave the way for extending this study into any future research. These limitations are presented as follows:

First, this study is limited to the home literacy environment, school literacy environment in case of how these two literacy environments support the TEYL. Therefore, the result of the study was in the form of description because every answer describes and gave detail to every aspect of their contribution toward TEYL.

Second, the participants were not selected randomly but were selected based on the background of their family profile in order to see if the socioeconomic issue influence students' literacy environment.

#### **5.4 Recommendations for Future Research**

This research is one of many studies on Teaching English to Young Learners in relation to literacy environment at home and school. This research also investigates the three aspects of home and school literacy supports TEYL. The findings have a number of implications for further research as suggested below.

It is clear that the students' home and school literacy environment supports the TEYL. The suggestion for further research is to investigate deeper about the aspect of both the literacy environment affected students' literacy skills.

With regard to the home and school literacy environment, further research is suggested to investigate the impact of family profile on children's literacy learning. Another further research can be the effect of the school literacy environment on children's literacy performance, remember that the study in this topic is still limited. Even the study about the relation between home and school literacy to foster student literacy skills or literacy development can be conducted. The next research comprises both quantitative research, e.g. in the form of a number of different questionnaires and structured interviews administered at different points during the duration of the project and qualitative research, e.g. observation of classroom sessions and unstructured interviews.