

Exploring Parents' Attempt to Conduct Home Literacy Practices for Young Learners

A Thesis

**Presented to Department of English Language Education as Partial Fulfilment of
Requirements to Obtain the *Sarjana* Pendidikan Degree in English Language Education**



Created by:

Shafa Nurafifah

18322001

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES ISLAMIC UNIVERSITY OF
INDONESIA YOGYAKARTA**

APPROVAL SHEET
EXPLORING PARENTS' ATTEMPT TO CONDUCT HOME LITERACY
PRACTICES FOR YOUNG LEARNERS

By

Shafa Nurafifah

18322001



Approved on 19th July, 2022

By

Supervisor:

Intan Pradita, S.S., M.Hum

NIP: 123220403

RATIFICATION SHEET

**EXPLORING PARENTS' ATTEMPT TO CONDUCT HOME LITERACY
PRACTICES FOR YOUNG LEARNERS**

By

Shafa Nurafifah

18322001

Defended before the Head of Examiners Thursday, 28 July, 2022 and Declared Acceptable.

Board of Examiners

Chairperson : Intan Pradita, S.S., M. Hum
First Examiner : Rizki Farani, S.Pd., M.Pd
Second Examiner : Adam Anshori, S.S., M.Hum



Yogyakarta, 11 August 2022

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia

Head of Department



Irma Windy Astuti, S.S., M. Hum.

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, July 22 2022

The Writer,



Shafa Nurafifah

18322001

MOTTO

“Allah does not charge a soul except [with that within] its capacity.” (Q.S. Al-Baqarah/2:286)



DEDICATIONS

I dedicated this thesis to Allah. Allah SWT has strengthened and given me the strength to complete this thesis. I also dedicated this thesis to myself, who is working so hard to finish my bachelor's education and get my degree. Shafa, this is for you. Thank you for surviving this far.



ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Aalamiin, all praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I am grateful to Allah SWT who has given me health and strength so that I can complete this thesis well. In completing this thesis, I was also helped by many people. Let me say thank you to all who have helped me to finish this thesis.

1. My parents, Any Irani Prilasmiharti and Edi Purnomo. Thank you for your support and all of the effort that both of you does for me so far. I can't do this without you.
2. My annoying brother, Muhammad Yoga Fadilah who always support me indirectly with his annoying attitude.
3. My beloved cat, Chiko. Thank you for choosing my family to be your forever home.
4. Mrs. Intan Pradita, S.S., M. Hum as my supervisor who patiently guide, supporting, and help correcting my thesis.
5. All of the lecturers and staff of the English Language Education Department of Islamic University of Indonesia who have helped and provided knowledge all this time.
6. My childhood friend, Sahnaz Dinda Farrasizdhihar who always be there for me through up and downs.
7. One of the best supporter, my best friends, and my boyfriend, Norman Shiddiq Prayitno.
8. All of my friends: Nabila Azzahra, Yunesya Bintari, and Nes, thank you for all the memes and the deep talk.
9. All of my friends in Crash Landing on Skripsi, thank you for cheer each other on and help if there is a problem.
10. My participant in this research, thank you for helping this research run well.

Finally, this thesis is still far from perfect. However, with this thesis, I hope that this thesis can be useful and can contribute to increasing research on home literacy in Indonesia. Therefore, I really appreciate all criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 28 July 2022



Shafa Nurafifah

18322001

TABLE OF CONTENTS

APPROVAL SHEET	viii
RATIFICATION SHEET	ix
STATEMENT OF WORK'S ORIGINALITY	x
MOTTO	xi
DEDICATIONS.....	xii
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
ABSTRACT.....	xviii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study	1
B. Formulation of the Problem.....	2
C. Objectives of the Study	2
D. Significances of the Study	3
CHAPTER II.....	4
LITERATURE REVIEW.....	4
A. Conceptual Review on Literacy Practices at Home.....	4
B. Literacy Practices at Home	5
C. Theoretical Framework	8
CHAPTER III	9
RESEARCH METHOD.....	9
3.1 Research Design.....	9
3.2 Research Setting and Participant.....	9
3.3 Research Instrument and Data	10
3.4 Data Analysis	13
3.5 Trustworthiness	13
CHAPTER IV	14
FINDING & DISCUSSION.....	14
4.1 Findings.....	14
4.2 Discussion.....	15

CHAPTER V24
CONCLUSION24
References.....25



LIST OF TABLES

Table 1 Interview Questions Table 10



LIST OF FIGURES

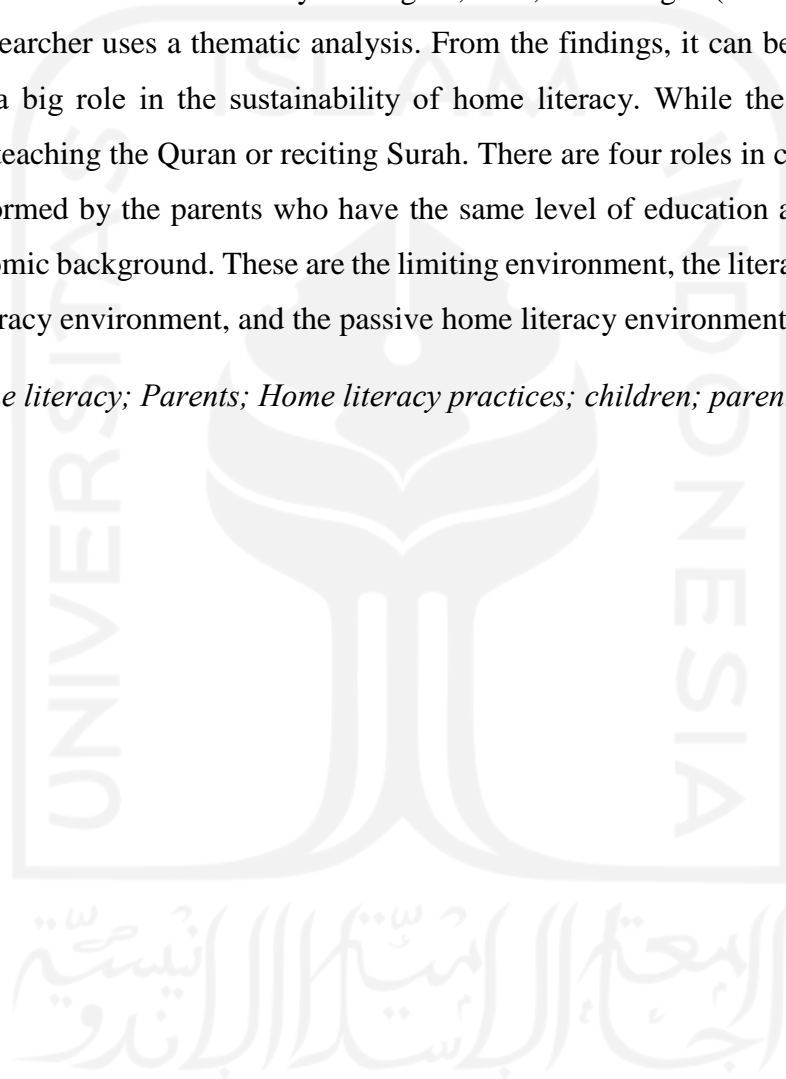
Figure 1 The conceptualization of HLE.....8



ABSTRACT

In Indonesia, it is quite hard to find a study that raised the topic of home literacy even though the topic is very important to discuss. This research will provide an overview of how parents in Indonesia carry out home literacy practices with their children. Thus, this research aimed to explore the types of home literacy practices by Indonesian parents. The researcher collected the data through an interview via Zoom meeting as a method of this research. The data were transcribed and codified under the theory of Burgees, Hect, and Lonigan (2002). For analyzing the data, the researcher uses a thematic analysis. From the findings, it can be known that the mother played a big role in the sustainability of home literacy. While the father's role in supporting and teaching the Quran or reciting Surah. There are four roles in conducting home literacy as performed by the parents who have the same level of education and from middle and upper economic background. These are the limiting environment, the literacy interface, the active home literacy environment, and the passive home literacy environment.

Keywords: Home literacy; Parents; Home literacy practices; children; parents' attempt



Exploring Parents' Attempt to conduct Home Literacy Practices for Young Learners

CHAPTER I

INTRODUCTION

A. Background of Study

Technically, literacy practices are defined as daily activities that are related to the use of texts in particular time and space and consider the values, attitudes, feelings, and social relationships (Parlindungan, 2017). Before children enter a formal school, children have got literacy practices from their parents at home. Moreover, the contribution of parents in literacy practices in early childhood has a positive impact on children's cognitive and socioemotional development (Barza & von Suchodoletz, 2016). Some previous studies have found that home literacy practices can impact children's language and literacy development (Guo et al, 2020; Stutzel 2019). In addition, both parents' involvement more frequently in home literacy practices can impact children's better reading, math, and social outcomes in preschool (Baker, 2013). Thus, parents become an important influencer in home literacy practices in order to enable their children to have a good cognitive ability and socioemotional. Furthermore, they can also make their children love to read.

Topics about home literacy in Indonesia are rarely discussed. Thus far, there were two research that discussed home literacy. Nuswantara, et. al. (2022) found that activities of home literacy were Phonic Awareness and Decoding Skills. The activities were done by parents with preschoolers. The second research was by Juliah, et. al (2021). They found that home literacy activities included shared reading with mother, went to the cinema together with mother, share experiences after school with parents. Therefore, the discussion about home literacy in Indonesia is about the activities that can be done by parents. For the last research that have been conducted regarding this topic for the past two years, it is proven that it was still limited to find research about home literacy. Some surveys have shown that Indonesians are located in the bottom rank in the literacy field. For example, based on a PISA survey in 2018, Indonesia decreased in reading performance after 3 years since the last survey (OECD Report, 2018). Seeing the results of the survey somewhat proved that literacy rate in Indonesia tends to be less conducted. This concern will have an impact on children; there will be no home literacy for them and there is a possibility that their language skills will not evolve. Surprisingly, the

education level of parents has an impact on children's reading ability and PISA test in Zonguldak (a province in Turkey) because parents with higher education level will provide educational facilities at home (İnce & Gözütok,2018). From that study, it indicates that students' performance in literacy practices is like a cycle of life. High literacy can be begun and built since they are children, at home with their parents.

However, considering that the Indonesian literacy level tends to increase but still below ranking 100 (OECD Report, 2018), therefore this topic is quite important to raise in order to educate prospective parents to try to carry out home literacy practices when having their children later. Since current studies tend to elaborate literacy practices in schools or classrooms, those fewer studies uncover how families contribute to developing literacy practices at home. For example, in the research that conducted by Curry, et. al (2016). They discussed how family and school influence in children home literacy practices. They interview the mother, and also ask them to record reading activities together at home. According to Curry et. al (2016) there are things that teacher cannot do but can be done by mothers at home. The conversation that happens during shared reading, mothers modeled and engaged in. Thus, to fill the void, this research will provide an overview of how parents in Indonesia carry out home literacy practices with their children.

B. Formulation of the Problem

The research question of this study is:

What are the types of home literacy environment as conducted by Indonesian parents at home?

C. Objectives of the Study

This research aimed to explore the types of home literacy practices by Indonesian parents.

D. Significances of the Study

This research is expected to add more discussion about literacy practices at home environments in Indonesia. Other than that, this research is expected to give an overview about literacy practices at home in Indonesian that will help teachers to provide reference if they want to collaborate in connecting school and home literacy practices.



CHAPTER II

LITERATURE REVIEW

This chapter will contain some previous research of this study and some definitions of literacy practices that will strengthen the research.

A. Conceptual Review on Literacy Practices at Home

In mid-1980, the family literacy program was started. However, research on literacy of children and parents began in the 1960s and 1970s in the US when many social problems such as access to education, equality, and quality became the subject of public discussion (Gadsden, 2008). Therefore, research on the literacy of children and parents began to be widely studied and discussed. As an introduction, a simple definition of literacy that has been widely accepted is the capability to read and write (Rintaningrum, 2009). Meanwhile, Quadros and Sarroub (2016) define literacy practice as a concept with a pattern created by a social institution and carried out by people when engaging in reading and writing activities. Another conceptual definition comes from Burges, Hect, Lonigan (2002) home literacy environment (henceforth : HLE) can be characterized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the provision of these opportunities for children. Based on the study belonging to Burges. et al, they conceptualized HLE into 6 conceptualizations. First, there is a concept called Overall HLE. This concept covers all aspects of HLE used in creating other conceptualizations. Second, The Limiting Environment. This concept puts forward the ability and the nature of parents in providing literacy opportunities which are determined by the resources of the parents. The resources in question are the intelligence of parents, language, and abilities, as well as how parents' attitudes towards education. Then, there is the concept named The Literacy Interface. This concept explains the participation of parents in a number of activities that expose children to literacy activities directly or indirectly, such as reading together as well as parents' views on the importance of literacy. The fourth is The Passive HLE. This concept explains the indirect learning of children who see parental activities such as reading newspapers or watching TV whose programs are intended to entertain only. The fifth concept, Active HLE. This concept describes the efforts of parents to involve their children directly in activities that encourage the development of children's literacy/language, such as playing rhythmic games or reading together. The last concept, named Shared Reading. This concept is most commonly used

measures and conceptualizations of HLE and benchmarks against which to compare the relationship of other proposed HLE conceptualizations and developmental and educational outcomes obtained in this study with those of previous studies. In addition, Barton and Hamilton (1999) described literacy practices as utilizing written language in a common way that people use in their lives. Simply put, literacy practice is what people do with literacy. So far, practice literacy can be interpreted as carrying out an activity that is included in literacy such as reading and writing. Ponzetti and Bodine (1993) explain that family literacy has 3 components. The first component is adult basic education that includes instructions in numeracy, reading, writing, job training, or English as a second language. The second component is early childhood/elementary education which is usually an educational effort focused on children under 8 years of age. The third component is parent education where this component has 3 different elements, formal parent education, parent support services, and parent involvement. These three components are very important in carrying out family literacy. The two components have been discussed in the empirical review below.

B. Literacy Practices at Home

Some research has found a factor that can influence literacy practices at home. For example, Alshatti, Al-Sulaihim, and Abdalla (2019) carried out a study of literacy practices at home in Kuwait using a questionnaire method but only using mothers as their participants. This research aims to test the relationship between home literacy practices and independent variables of mother education, as well as two variables of child (gender and age of the child), and how long the duration of reading the book for the child everyday. The results of this study is mostly mothers with low education significantly lacking in carrying out the 4 steps of the for home literacy (reading stories, telling stories, teaching alphabet and teaching songs) compared to mothers with post-secondary education. From analysis of 4 kinds of Home Literacy Practices, it can be concluded that family member is more possible to teach alphabet letters and numbers to children aged 4-5 years compared to children aged 2 years. The family members prefer to read a book for the older children rather than younger ones. For gender analysis, mothers did not have a significant difference in the total Home Literacy Practices scores for boys and girls. Also, the comparison average of time that mothers spend reading for boys (32 minutes) and girls (37 minutes) is not too far. It can be concluded that a mother's education is one of the factors that can influence home literacy practices. Mothers with higher education will provide their children with educational tools that will help their children to develop their ability because

the mother realizes how important the education is. But that does not mean fathers are not involved in children's development.

Lynch (2019) carried out an interview with some fathers to explore their perspectives in father's involvement with their children and especially focused on father's description of general practices at home. According to research that Lynch conducts, she found some research which, although limited, shows that fathers have a special role in children's literacy and language. Such as, children use a variety of vocabulary when speaking to father than mother or the findings show that during book sharing with children, father interacted more than mother did. In addition to conducting interviews with fathers, the researcher also conducted interviews with several teachers to gain insight into what teachers know about how children's out-of-school learning can be supported at school. From the results of the researcher's interview with fathers, it seems that fathers who are participants in this research have hobbies or skills outside of their work. The father said that they discussed their hobbies with the children because they both had the same hobbies and interests. They also said that this became the dominant place in the interaction of father and son. Most importantly, according to the father, these activities are fun for themselves and the children so that it is beneficial for their lives. In the learning process, it seems that the father's interest has the potential to become the child's interest as well. The interaction that the child does with the father can help shape the child's knowledge through the interests and hobbies that the father likes. Father's motivation also influences children's motivation and involvement as well as a two-way relationship between children and father's persistent involvement in joint activities. Fathers also report that they share specific vocabulary and explain processes that involve father and son, such as learning to skate or explaining the role of a songwriter in creating a hit song. Thus, there is a strong presumption that fathers also contribute to children's literacy knowledge outside of school by engaging in practices carried out together with children. There were also some fathers who reported reading to their children, but the interaction was dominant when their child was young. When they were in grades 2 and 3, fathers no longer read to their children. In addition, several other fathers reported that they prefer discussing a topic or doing activities in their spare time than reading to or with their children. According to researcher, the results of this study are in accordance with Gadsden's perspectives (2012) who said that in order to support the development of literacy and academic children, fathers want to be and be involved in it.

Thus, it can be seen from this that the role of both parents in home literacy practice is very important. It is better for both parents to be directly involved so that the impact that children get after implementing home literacy practice can be achieved optimally. This impact will be very beneficial and can be seen when he enters school age. In a literature review developed by Stutzel (2019), she writes that honing children's literacy skills early before children enter kindergarten and ensuring children do not miss out requires a big role for parents here. When parents involve themselves in family literacy activities with their children, they have prepared their children for success in reading and literacy skills at school. And, families should realize that this skill is very important for students. Even if the family does not have any knowledge about literacy, the experience and knowledge of parents from different backgrounds and cultures will be very beneficial for the child.

Unfortunately, there is a crucial problem in the family's awareness of the importance of home literacy practices for children. According to the results of the qualitative approach with the other study by Erik et al. (2020), parents who have a high level of education have an awareness of doing home literacy for their children. Meanwhile, parents who have a low level of education do not understand strategies in teaching home literacy practice and lack awareness to do home literacy so that it has an impact on the readiness of school children at the kindergarten level. In addition to reading activities, writing is also included in activities in literacy practice at home.

Writing is also the most important part in developing children's literacy skills. In carrying out home literacy practices, parents can also guide their children so that they can practice reading and writing independently. This is suggested by Guo et al. (2020) in the results of their one year longitudinal study. Guo et al. conducted this research to examine the relationship between reading and writing practices at home and children's writing development. The researchers asked the parents or legal guardians of the participating children to fill out a comprehensive questionnaire regarding children's demographic information (family income and mother's education level) and home literacy practices at the beginning of the school year. Meanwhile, the children were asked to do a bunch of tests individually by the research assistant for 2 times, the first in fall (October) of kindergarten and the second in spring (May). The first finding they got was that reading independently had a positive impact on the skills of writing letters, spelling, and composition of children in kindergarten. This finding indicates that the impact may be simple but broad for students. The second finding is that children's independent writing is the strongest aspect of literacy practice related to writing skills in kindergarten. In

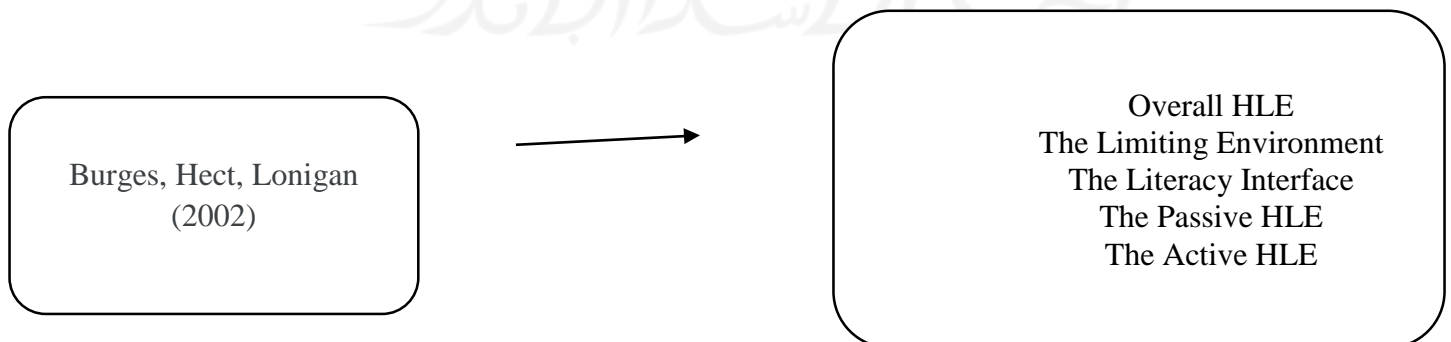
comparison, the scores of children who practice independently writing words and letters are higher than those of children who do not practice. The third finding was that by independent reading, children contributed unique variations in spelling skills at the end of their kindergarten. This can indicate that the role of independent exploration of books is still important in the development of spelling children after one year of formal teaching.

In addition to the impact that children get when their parents apply home literacy practices, there is an important reason why literacy needs to be emphasized from an early age. In the article by Widya and Rintaningrum (2020), we are currently in the era of industrial revolution 4.0 where the role of the millennial generation is very influential. Although the article states that this article is specifically for the millennial generation, children born today will face the same era later. In fact, it is possible that in the future the era they will face will be more advanced and it is feared that the impact will be wider on various groups and various fields. To deal with this we can build a literacy culture for future generations by reading fiction or non-fiction books where we can get the knowledge that can help us through this problem. According to Widya and Rintaningrum, the modest way to master literacy is to embed the habit of reading. This reading habit is important to teach early. There's nothing wrong with preparing children to face the world. 100% for sure parents always want the best for their child.

C. Theoretical Framework

This research will use theory from Burgees, Hect, Lonigan (2002). They explain that HLE can be categorized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the provision of these opportunities for children. They conceptualized HLE into five concepts as described below.

Figure 1 The conceptualization of HLE



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses qualitative research and case study is the design of this research. In addition, this research uses thematic analysis to explore how parents conduct the second language literacy practice at home. I choose this design because this design can help identify and explain in detail their literacy practices at home. According to Braun and Clarke (2006), the meaning of this thematic analysis pattern allows researchers to identify something important and needed related to the topic or research being explored. To identify and explain activity literacy practices at home, thematic analysis can be used to analyze data obtained through interview transcripts.

3.2 Research Setting and Participant

The setting of this research involved parents that conduct literacy practices at home toward their children in the age range of kindergarten. The researcher will interview the mother that work as lecturers in English Education in an Islamic university while the father work as private employees in the field of livestock maintenance and trading.

The participants are a couple. The female parent is Lily and the male parent is Stefan.

Lily has been a lecturer in English Education in an Islamic University since 2012. Her background is a master degree in literature. She is also interested in research, especially children's literature. She was chosen to be a participant in this research because she introduced literacy practice to her children by reading books before going to bed, or whenever she wanted to read. She also provides and facilitates books that can help her to carry out literacy practice activities at home. Along with her, there is her husband, another participant who is a private employee in the field of livestock maintenance and trading and a father too called Stefan. He was chosen to be a participant in this research because he is cooperating with his wife to conduct a good home literacy environment for their children. The children were Saddam (6y.o) and Sherina (5y.o). They both loved to read books and to watch movies that were related to friendly characters, such as Tayo the little bus, Pororo the penguin, and Titipo the friendly train. Different genders did not make them have different preferences. As a sister, Sherina tends to agree to what her brother agrees upon. At their age, they need to have a role model of socializing with their environments. Thus, discussing the characters that they loved was

considered to be a fun preparation to deal with real world social issues. The participants in this research both have the same level of education, that is post-secondary education and they are from middle and upper economic backgrounds.

3.3 Research Instrument and Data

The researcher uses a semi-structured interview. The data collection was obtained through recorded interviews from the researcher. A transcript of the study interview will also be attached to the appendix. For this study, there are 9 questions that are ready to be asked for the interviewees. Those questions are constructed based on (Burgess, Hecht, & Lonigan, 2002) which states that HLE can be characterized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the provision of these opportunities for children. This instrument is based on theory and has been confirmed to the supervisor of this study. The researcher was used in-depth interviews to gained a better understanding and more information about the data. The data was recorded through a Zoom Meeting and was recorded by the researcher.

Table 1 Interview Questions Table

Construct	Conceptual Definition	Components	Interview Question
Home Literacy Environment	HLE can be characterized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the	Overall HLE; (covers all aspects of HLE used in creating other conceptualizations)	What practices that you instilled and accustomed literacy to your children at home?

	<p>provision of these opportunities for children.</p>		
		<p>The Limiting Environment (The ability and disposition of parents in providing literacy opportunities is determined by the resources they have. eg;)</p>	<p>Would you please describe your educational background? What kind of resources do you have to provide literacy opportunities to children? - As a parents, what is your view about education?</p>

		<p>The Literacy Interface</p> <p>(parental participation in a number of activities to expose children to literacy activities directly or indirectly, parental views on the importance of literacy, and activities and opportunities based on how people obtain information either by observation or through direct instruction.</p>	<ol style="list-style-type: none"> 1. How often are you participating in activities that will expose literacy activities to your child? 2. In your opinion, how important is literacy for children? 3. Have you ever read to your child? How long is it?
		<p>The Passive HLE</p> <p>the role of indirect learning from parental activities seen by children</p>	<ol style="list-style-type: none"> 1. How often does your child see you doing literacy activities? <p>When your child sees you doing literacy activities, does your child ever follow you to do the same activity or does your child only see you?</p>

		<p>Active HLE</p> <p>(parents' efforts to involve children directly in activities that encourage literacy/language development)</p>	<p>Have you tried to involve children in activities that can encourage the development of children's literacy? If yes, what kind of activities have you done before?</p>
--	--	---	--

3.4 Data Analysis

In doing this research, the researcher will use thematic analysis to analyze and report the data. The researcher choose thematic analysis because of the accessibility and the flexibility. Other than that, thematic analysis is only a method of data analysis. Thus, the flexibility and the accessibility can be confirmed. In using thematic analysis, there will be 6 steps that the researcher should do. First, the researcher should familiarize herself with the data by way of listening or watching the recording, reading, and rereading the data. Then, the researcher invents the general codes that will help to identify and label data that have potential relevance to the research question. After the general codes have been invented, the researcher should seek the theme that helps to detect something important in the data that has relation to the research question. Next, the researcher reviewing the possible theme. Subsequently, the researcher naming and defining the theme. Last, the researcher produces the report.

3.5 Trustworthiness

The researcher builds understanding and trustworthiness of this research with acknowledgment of the credibility, dependability, and conformability of the data. To obtain conformability data, the researcher confirms and rechecks the data that has been obtained from the participant. In addition, the researcher also consulted with her supervisor, Intan Pradita S.S M.Hum, to check the credibility of the data. Dependability data is obtained through auditing data collection and data analysis. The researcher also consults about this research with the supervisor on a regular basis.

CHAPTER IV

FINDING & DISCUSSION

This chapter contains finding and discussion based on interview with two participant who does home literacy for their children.

4.1 Findings

Through the interview, it can be concluded that the mother is mostly doing literacy at home. Meanwhile, the father gets the role of inviting the children to play, teaching the Quran, and listening when the mother discusses with the children.

There are 4 types of home literacy, namely the limiting environment, the literacy interface, the passive home literacy environment, and the active home literacy environment. These four types are carried out by participants for their children at home. The first type is the limiting environment. It is that the resources in question are the intelligence of parents, language, and abilities, as well as how parents' attitudes towards education. In this data, this type was found when mothers consider literacy or being literate not only to understand the letters but also when children can discover new things from books that do not always have to be formal knowledge but can be as simple as the joy felt by children. In addition to giving books, mothers also provide children's films that can provide moral messages for children. According to her mother, literacy is as important as education. While the father's answer was the same as the mother. The father is also aware of the importance of education and literacy for children.

Then the second type is the literacy interface. This concept explains the participation of parents in a number of activities that expose children to literacy activities directly or indirectly, such as reading together as well as parents' views on the importance of literacy. In this data this type was found when the child takes the initiative to do literacy by asking his mother to read a story. According to the father, because his mother had been accustomed to literacy from a young age, the child became interested in literacy and actively asked questions.

The third type is the passive home literacy environment. This concept explains the indirect learning of children who see parental activities such as reading newspapers or watching TV whose programs are intended to entertain only. According to the mother, she rarely reads physical books, more often e-books on her gadget. The child will be curious and ask what the

mother is doing. If they see letters and while fulfilling the gadget his mother is holding, the child will immediately understand that his mother is reading. Sometimes, the child asks the mother to sit on her lap and read along. The same thing applies when mothers read physical books, especially when the cover is colorful and interesting for children, the children will actually ask for the book their mother is reading.

Last but not least, the last type is an active home literacy environment. This concept describes the efforts of parents to involve their children directly in activities that encourage the development of children's literacy/language, such as playing rhythmic games or reading together. According to the mother, what she emphasizes to her children is identifying something in the book or discussing it with her child rather than just reading the letters. In addition to providing books, mothers also provide films through Netflix and even have a hard disk containing films that the children can watch when they are at their grandmother's house. In addition to reading together, the mother also often storytelling according to what is on her mind. As for the father, the effort he makes is to be a listener when the child discusses with the mother, teaches the Quran at home, or provides an understanding of a film they have watched together with the children.

4.2 Discussion

In this research, the theory used is the theory of Burgees, Hect, Lonigan (2002) which explains that HLE can be categorized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the provision of these opportunities for children. They conceptualized HLE into four concepts as described below.

4. 2.1 Home Literacy by The Mother

4.2.1.1. Mothers act of limiting environment

According to Burgees, Hect, Lonigan (2002), limiting environment is the concept that puts forward the ability and the nature of parents in providing literacy opportunities which are determined by the resources of the parents. It means that parents should have the good resources

to provide a home literacy environment for their children. In this study the mother performs the act of limiting the environment by buying books for the children as a means of investment. She also did a review for some selected movies, and then she watched the movies with the children while discussing the story and the characters. The following are examples of interview answers that lead to the concept of the limiting environment.

“What's more, if I don't just get a cool job or get a degree, it's more of a mindset that's formed to become more dignified, become more civilized, and become more 'human'. So, it's not just mammals that walk on two legs but we think, can criticize, can provide problem solving for others, can be useful, education is like that.”

“The biggest investment we can give to our children is not money but education.”

“However, he really likes to read. So, what I'm trying at home is literacy or being literate, it's not just understanding the letters but he likes to discover new things from books. The new things don't have to be formal science, but things as simple as joy.”

From the statement above, it can be inferred that the mother has a deep thought about education. She says that education not only just to get a cool job or just get a degree but education make us useful as a human being. Other than that, she thinks that education is the biggest investment that she and his husband can give to their children.

In a literature review developed by Stutzel (2019), she writes that honoring children's literacy skills early before children enter kindergarten and ensuring children do not miss out requires a big role for parents here. One way so that children do not miss out is to engage the parent role in every single step of children development. According to the participant statement, literacy is a big investment. It could be linked with Stutzel (2019) research mentioning that in order to avoid children being missing out the role of parents were necessary during their development. For example through home literacy activities. For success in reading literacy at school. The impact of parents who play a role in literacy for children is also a lot, not only cognitive. This also has an impact on the closeness of parents and children. The benefits are many so if it is not carried out the impact will be opposite to the advantages discussed previously.

According to the mother, her role in the home literacy environment is important. The same thing is also discussed in the research discussed in Alshatti, Al-Sulaihimi, and Abdalla (2019). The results of the study is mostly mothers with low education significantly lacking in carrying out the 4 steps of the for home literacy (reading stories, telling stories, teaching alphabet and

teaching songs) compared to mothers with post-secondary education. Since the participant in this research had post-secondary education, four steps of the home literacy were done by the parents. This research emphasizes how important the education level of the mother is for home literacy. The previous research and this study are to prove that if a mother has a higher education, there is a tendency that she will be aware about literacy and will provide their children with educational tools that will help their children to develop their ability because the mother realizes how important the education is.

4.2.1.2. Mothers act of providing literacy interface

The literacy interface is the concept that explains the participation of parents in a number of activities that expose children to literacy activities directly or indirectly, such as reading together as well as parents' views on the importance of literacy. The following are examples of interview answers that lead to the concept of the literacy interface.

“Now he's enjoy reading The Lion King and memorizing the plot and also memorizing the names of the characters and the family relationships in the characters. He can't read at all, so I'll tell him the story.”

“They usually ask.”

“There is that book, which I think needs to be accompanied because the story and pictures are a bit complex.”

From the encryption above, the mother tends to tell her children the story when the child asks her and accompanied the child when the story and the pictures are a bit complex so the mother can explain what it means. What the mother does in this part is in line with one of those explained by Ponzetti and Bodine (1993) explaining that family literacy has 3 components. The first component is adult basic education which includes instructions in numeracy, reading, writing, job training, or English as a second language. The second component is early childhood/elementary education which is usually an educational effort focused on children under 8 years of age. The third component is parent education where this component has 3 different elements, formal parent education, parent support services, and parent involvement. What the mother does in this part is included in the second component where the mother

conducts early childhood education that focuses on children under 8 years of age. In this case, what the mother did was in line with previous research.

4.2.1.3. Mothers plays a role in the passive home literacy environment

The passive home literacy environment is the concept that explains the indirect learning of children who see parental activities such as reading newspapers or watching TV whose programs are intended to entertain only. The following are examples of interview answers that lead to the concept of the passive home literacy.

“So I really like reading, but lately I rarely buy books because I like to read through e-books like that on the iPad. Well, they like to think that I'm playing a gadget. If not via HP.”

“So even if there is an experience of seeing parents reading, it must be from me, not from my husband. So, that's how often, almost every day, but unfortunately, I don't always see me reading physical books like that. And it is misunderstood sometimes as playing my gadget. It's just that if you already know this, you know it looks white with just the writing, oh they believe it.”

“Sometimes when I read, 'What are you doing?' My child keeps asking my lap to see what I'm reading. Sometimes 'I read too ya' and then they keep reading. Sometimes they don't care too. However, almost every day, they will see that I read books. but for physical books they rarely see me reading it. Because it's quite rare, so if they see me holding a physical book, they are usually asked "I want too". Especially if the book cover has a tendency to be mislead in interpretation due to sensitive issues”

Through the encryption above, it is known that the child often sees the mother reading even though the mother didn't read a 'real' book and sometimes the child sits on her lap and also reads what her mother reads. Indirectly, the mother is instilling the habit of reading in her child by giving an example of herself reading a book. So that the child will be curious and 'join' in reading or at least the child will feel motivated to follow what his mother is doing. Without realizing it, the mother is preparing her child to face challenges in the future as discussed in the article by Widya and Rintaningrum (2020). According to them, it is possible that in the future the era the child and the other will face will be more advanced and it is feared that the impact will be wider on various groups and various fields. Because of that, we can build a literacy

culture for future generations by reading fiction or non-fiction books where we can get the knowledge that can help us through this problem. How do we build a literacy culture for future generations? One of them is to cultivate the habit of reading from an early age. Of course this is done in stages. What mothers do in this part is one of the stages to fostering a literacy culture in their children.

4.2.1.4. Mothers performs active home literacy environment

Active HLE concept describes the efforts of parents to involve their children directly in activities that encourage the development of children's literacy/language, such as playing rhythmic games or reading together. The following are examples of interview answers that lead to the concept of the active home literacy environment.

“I think while continuing to be taught for a long time they can also read the letters, yes. But for him to continue to identify and discuss things like that, that's what I emphasize when I'm at home now.”

“So I already have the hard disk, you know, or Netflix. Their grandmother's house doesn't have a Smart TV, I've put it on my hard disk. Well, for example, what is her grandmother want to do activities, 'simbah, I want to watch Toy Story', so just have to set it like that. So almost every day watching movies. The films that I have chosen.”

According to the encryption above, the mother is not only reading for her child. She was also teach her child to identify and discuss together. Likewise, she gives a movie to her child. This is almost the same as done by Guo et al. (2020) in the results of their one-year longitudinal study. However, the difference is that Guo conducted this research to examine the relationship between reading and writing practices at home and children's writing development. Meanwhile, the mother expands the definition of home literacy that she does. Both of them have a similarity, that is not limiting literacy activities. Guo with reading and writing, while the mother with discussing, identify, until watching a movie. Along with the development of technology and the times, the definition of literacy is getting wider and varied. One of them is the mother's opinion who thinks that watching films that can educate children is already part of literacy for children.

4.2.1.5. Mothers' significant view on literacy

According to the mothers, being literate is not only understanding the letter. But her child likes to find a new thing as simple as joy. Sometimes, she gives a book that doesn't have a letter. However, the contrasting colors that children see, and cute pictures can make children feel joy. And the child knows he gets the joys and the entertain from the book. Apart from books, movies are a tool to provide literacy according to the mother. From the movie Toy Story 4, the child was inspired to make a similar toy made by Bonnie, the main character in the film, and her toy named Forky. Her mother felt that watching movies like this was more beneficial than watching YouTube which he would only skip. Still discussing the film, the mother and the child do a discussion together because sometimes the child will ask questions like who's the villain or who's the protagonist. When the mother explains the answer, the child will listen carefully even though he didn't understand. The mother 100% believes that this is a part of literacy. That understanding a human characterization through the figure in literary works is part of literacy.

4.2.2 Home Literacy by The Father

In this research, the theory used is the theory of Burgees, Hect, Lonigan (2002) which explains that HLE can be categorized by the variety of resources and opportunities provided to children and accompanied by the skills, abilities, dispositions, and resources of parents that determine the provision of these opportunities for children. They conceptualized HLE into four concepts as described below.

4.2.2.1 Fathers act the limiting environment

The limiting environment is the concept puts forward the ability and the nature of parents in providing literacy opportunities which are determined by the resources of the parents. The resources in question are the intelligence of parents, language, and abilities, as well as how parents' attitudes towards education. The following are examples of interview answers that lead to the concept of the limiting environment.

“In the current position, parents have begun to understand and begin to understand the importance of education, so the current condition is that some parents want the best education for their children. In the past, what was important was that the children could eat, and the family could eat. But right now education is the main thing, so parents want to find out what kind of education is a better place to study.”

“More literacy efforts go to his mother.” “When teaching children to read, storytelling is mostly to their mother.”(003&004)

“Because it gives knowledge or experience to children is also important. Because that knowledge is passed from parents to their children. Apart from being able to go to school, it was taught by their parents at first. Yes, it is better to be introduced from an early age.”

From the encryption above, it can be seen clearly that fathers (and mothers) have the same level of education so that awareness of doing of home literacy. This was conveyed by research belonging to Erik et al. (2020) which explains that parents who have a high level of education have an awareness of doing home literacy for their children. Moreover, in this research, the mother has a hobby and received a master's degree in the children's literature field. Thus, a combination of post-secondary educated parents will create an engaging teamwork in carrying home literacy. The parents' interests might not be the same, yet supporting the literacy process itself is the upmost.

4.2.2.2. Fathers providing the literacy interface

The literacy interface is the concept that explains the participation of parents in a number of activities that expose children to literacy activities directly or indirectly, such as reading together as well as parents' views on the importance of literacy. The following are examples of interview answers that lead to the concept of the literacy interface.

“Because they have been taught by their mother since childhood, they are also interested. Asking questions, like that. Yes, that's why the importance of it has been

taught since childhood, right, so started asking questions even though they are still 5 years old.”

From the encryption above, it can be seen that the father also explains if the child asks questions and realizes the importance of teaching literacy from an early age. The impact of the collaboration of fathers and mothers who are literate in literacy will be felt when children begin to enter the school phase as discussed in the literature review discussed by Stutzel (2019). When parents involve themselves in family literacy activities with their children, they have prepared their children for success in reading and literacy skills at school. In this case, the father does not have any knowledge about literacy and he does not study literacy at all. However, the difference in the field of work between mother and father will be very beneficial for children according to Stutzel (2019).

4.2.2.3. Fathers performs active home literacy environment

Active HLE describes the efforts of parents to involve their children directly in activities that encourage the development of children's literacy/language, such as playing rhythmic games or reading together. The following are examples of interview answers that lead to the concept of the active home literacy environment.

“Then earlier, it was also limited to me - if it's just with me, it's just reading the Koran. Just a little bit, like that. At least it's just memorization, like that.”

“Heard a lot. If his mother reads something like that, I just listens more and watches them interact.”

“Watching movies, whether at home or at the cinema, is often invited watch. Yes, given an understanding or 'yes the story is like this' like that. Yes, it will be told, if not tomorrow they will ask. The point is, that the discussion is about what the story is, although sometimes I just enjoy the visuals.”

In the discussion of the mother's answer, four concepts of home literacy were carried out by the mother. Meanwhile, from the father's answer, there are only three because the father does not like to read so the child never sees his father reading a book. According to the father, it can be concluded that his role is supporter for the mother and teaching the child in religious aspect that is reading Quran and recitation Surah. The father also listening the discussion between the mother and the child and give understanding things that the child does not understand.

In chapter II part Literacy Practices at Home, the researcher also discussed a study from Lynch (2019) that carried out an interview with some fathers to explore their perspectives in father's involvement with their children and especially focused on father's description of general practices at home. According to research that Lynch conducts, she found some research which, although limited, shows that fathers have a special role in children's literacy and language. From the results of the researcher's interview with fathers, it seems that fathers who are participants in this research have hobbies or skills outside of their work. The father said that they discussed their hobbies with the children because they both had the same hobbies and interests. From that studies and this current study, have a similarity where the father and the child have the same interest that is watching a movie together (together with mom too). In Lynch research, she explain benefits that the child will get when the father involve in home literacy process. For example, the interaction that the child does with the father can help shape the child's knowledge through the interests and hobbies that the father likes. Father's motivation also influences children's motivation and involvement as well as a two-way relationship between children and father's persistent involvement in joint activities. Fathers also report that they share specific vocabulary and explain processes that involve father and son, such as learning to skate or explaining the role of a songwriter in creating a hit song. However, in this current study, the benefits that children get in the previous explanation do not seem to be visible and if you want to see the results, another study must be carried out when the children grow up.

CHAPTER V

CONCLUSION

From the discussion above, the types of home literacy by Indonesian parents are the limiting environment, the literacy interface, the passive home literacy environment, and active home literacy environment. Although this research concern on home literacy by parents, however in this study the mother plays a significant role on home literacy to the children. The mother applies four types of home literacy, while the father applies only three of them. In this case, the father was absent in performing the passive home literacy environment. It means that the mother has a role model in literacy at home.

The limitation of this research is it was conducted by examining only one couple and the context was Indonesia only. For the further studies, researchers can explore with broader context other than Indonesian. More participants with various background can be added. Besides, researching parents' role in developing their children's literacy during lockdown because of Covid-19 pandemic is also suggested to be further studies. In implying home literacy, especially in Indonesia, it requires the role of parents with a strong educational background to be able to provide opportunities, resources, and understanding of literacy to children. It is necessary for parents to support and to work together so that home literacy activities run well. Meanwhile, for teachers who plan to develop literacy at home and school at the same time, they could incorporate it with their parents so the home literacy environment can work well and can become a child's habit.

References

- Badroeni, Erik, & Cahyati, N. (2020). Kegiatan *Home Literacy* Dalam Mengembangkan Kemampuan Awal Membaca Anak Usia Dini Di Masa Wfh. *Jurnal Golden Age, Universitas Hamzanwadi* Vol. 04 No. 1, Juni 2020, Hal. 160-166.
- Barton, D. & Hamilton, M. (1999). *Situated Literacies*. Psychology Press.
- Barza, L., & von Suchodoletz, A., Home literacy as cultural transmission: Parent preferences for shared reading in the United Arab Emirates, *Learning, Culture and Social Interaction* (2016), <http://dx.doi.org/10.1016/j.lcsi.2016.08.002>
- Braun, V., & Clarke, V. (2012). *Thematic analysis*.
- Burgess, Stephen & Hecht, Steven & Lonigan, Christopher. (2002). Relations of the Home Literacy Environment (HLE) to the Development of Reading-Related Abilities: A One-Year Longitudinal Study. *Reading Research Quarterly - READ RES QUART.* 37. 408-426. 10.1598/RRQ.37.4.4
- Claire E. Baker (2013) Fathers' and Mothers' Home Literacy Involvement and Children's Cognitive and Social Emotional Development: Implications for Family Literacy Programs, *Applied Developmental Science*, 17:4, 184-197, DOI: 10.1080/10888691.2013.836034
- Curry, D. L., Reeves, E., & McIntyre, C. J. (2016). Connecting schools and families: Understanding the influence of home literacy practices. *Texas Journal of Literacy Education*, 4(2), 69-77.
- Gadsden V.L. (2017) Family Literacy. In: Street B., May S. (eds) *Literacies and Language Education. Encyclopedia of Language and Education* (3rd ed.). Springer, Cham. https://doi.org/10.1007/978-3-319-02252-9_15v
- Guo, Y., Puranik, C., Kelcey, B., Sun, J., Dinnesen, M., & Breit-Smith, A. (2020). The Role of Home Literacy Practices in Kindergarten Children's Early Writing Development: A One-Year Longitudinal Study. *Early Education and Development*. [32. 1-19. 10.1080/10409289.2020.1746618.](https://doi.org/10.1080/10409289.2020.1746618)
- İnce, Murat & Gözütok, F.. (2018). Effect of Parental Education and Home Educational Resources to Students' Results of PISA Reading Skills Test. *İlköğretim Online*. 17. 947-958. 10.17051/ilkonline.2018.419346.
- Juliah, D., Musthafa, B., & Wirza, Y. (2021, April). Home Literacy Environment to Support the Teaching English to Young Learner (TEYL). In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 83-89). Atlantis Press

- Lynch, J. (2019). Father Reflections on Their Involvement with Primary School Students: Connections to School Literacy and Learning. *Literacy Research: Theory, Method, and Practice* 2019, Vol. 68, 396-416. DOI: 10.1177/2381336919870210 journals.sagepub.com/home/lrx
- Nuswantara, K. et al. (2022). Investigating the Relationship between Home Literacy Environment (HLE) Activities and Emergent Literacy Skills Development. *International Journal of TESOL & Education*, 2(3), 96-113. DOI: <https://doi.org/10.54855/ijte.22237>
- Parlindungan, F. (2017). Exploring Literacy Practices in a Second Language. *TEFLIN Journal*, 28(1), 115-132.
- Ponzetti, J. and Bodine, W.: 1993, 'Family literacy and parent education', *Adult Basic Education* 3, 104–108.
- Rintaningrum, Ratna. (2009). Literacy: Its Importance and Changes in the Concept and Definition. *TEFLIN Journal: A Publication on the teaching and learning of English*.
- Stutzel, Megan. (2019). Impact of Parental Involvement on Literacy Skills in Early Childhood.
- Tareq Alshatti, Nailah Al-Sulaihim & Fauzia A. Abdalla (2020) Home-Based literacy practices of Arab mothers from Kuwait, *Speech, Language and Hearing*, 23:3, 133-145, DOI: [10.1080/2050571X.2019.1581464](https://doi.org/10.1080/2050571X.2019.1581464)
- Widya, Y., & Rintaningrum, R. (2020). The Importance of Literacy For The Millennial Generation.
- Ying Guo, Cynthia Puranik, Ben Kelcey, Jing Sun, Megan Schneider Dinnesen & Allison Breit-Smith (2020): The Role of Home Literacy Practices in Kindergarten Children's Early Writing Development: A One-Year Longitudinal Study, *Early Education and Development*, DOI: 10.1080/10409289.2020.1746618