

**PARENTS' PERCEPTIONS OF LITERACY AND ITS IMPACT
ON STUDENT LEARNING IN SUNGAI RENGAS**

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SRIWIJAYA UNIVERSITY

PALEMBANG

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DECLARATION

DECLARATION OF PLAGIARISM

I, the undersigned,

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Certify that thesis entitled "Parents' Perceptions of Literacy and Its Impact on Learning English For Young Learners In Sungai Rengas" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 5 Januari 2022


Etha Cinta Hati Sihotang
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DEDICATION

This thesis is sincerely dedicated to:

To my big family from my father and my mother

MOTTOS

“Don't be too careful with someone's words, sometimes humans have a mouth but don't necessarily have a mind.”

-Albert Einstein

“There are only two choices to win life: courage, or sincerity. If you do not dare, sincerely accept it. if not sincere, dare to change it.”

-Lenang Manggala

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PARENTS' PERCEPTIONS OF LITERACY AND ITS IMPACT ON STUDENT LEARNING IN SUNGAI RENGAS

ABSTRACT

Literacy is focused on developing reading, writing, listening, and communicating skills. These four skills are the core literacy skills of elementary school and also differentiate between elementary school and other levels of formal education. Parents as the first teachers for children have more time and interaction processes than teachers and others to guide children to master literacy skills. The stimulation of literacy skills of preschool children can be done at home through parental literacy activities in the middle of daily activities. It can be concluded that the parents' perception of literacy is important in student learning. This study aims to look at the perspective of parents in Sungai Rengas on children's literacy and its impact on student learning, and other influences that affect student learning. Data were collected through interviews and observations. There were 14 participants who participated in this study and 6 focal participants to see other influences that affect student learning. Descriptive research with a qualitative and autoethnographic and narrative inquiry method is considered the right approach as a type of research. The results show that parents in Sungai Rengas had a positive perspective on literacy but did not have a big impact on student learning so that other influences were found that could affect student learning, namely; (1) access to learning (teaching materials); and (2) learning activities in school and before entering formal education; (3) the influence of students' interest in learning (4) the influence of environment; (5) influences influence of friendship.

Keywords: *Literacy, Parents' perspective, Marginal area*

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The increasingly advanced era, especially in the field of education, requires all students to be able to read and write and compete with the times. Literacy activities so far use reading and writing activities. According to the survey conducted by the CCSU (Central Connecticut State University) , literacy in Indonesia is in the 61st place out of 62 countries. Data from 2016 shows that literacy awareness in Indonesia is very low. This result is in line with data from UNESCO (2017), the reading interest of the Indonesian people is very concerning, only 0.0001% (or it can be interpreted that out of 1,000 people in Indonesia only 1 person read diligently. Meanwhile, survey data from BPS (Central Statistics Agency) also proved that the level of reading interest among Indonesian children is only 17.66% and this is only limited to reading interest not to literacy awareness. Overcoming this case, the Government of the Republic of Indonesia is planning a *Gerakan Literasi Sekolah (GLS)* through the Ministry of Education and Culture. The government has established the School Literacy Movement since 2015 regarding character development where there is a 15-minute reading activity in early education during the habituation session (Magdalena, I., M, Akbar., & R, 2019: 537). GLS is an effort that is tried thoroughly to make schools as educational organizations whose citizens are literate for life through public involvement (Fathonah, 2016: 2). It is necessary to have GLS in order to increase students' interest in reading, as well as improve good behavior, noble character through multiliterate education. It can also create people who have social, emotional and spiritual intelligence. The School Literacy Movement has 3 stages consisting of the habituation stage, the development stage, and the learning stage. Every school in Indonesia currently implements an arrangement that requires students to carry out literacy activities for fifteen minutes before teaching and learning activities are carried out. There are even some schools that set rules for each homeroom teacher and their students to form a corner library with books from students in the class. This is done because student interest in visiting the library is still low. This can occur due to a lack of reading material, then the available reading material does not vary so that it causes students to be lazy to read. Reading skills can be the basis for learning more. These skills are essential for the intellectual growth of all students and will benefit their lives. Therefore this literacy activity is implemented in every school in

addition to increasing the awareness and desire of students in terms of reading, it is also hoped that students will gain knowledge or information from the reading, in other words an understanding of the text they read.

In a summary review of UNICEF Indonesia (2012: 1), school readiness must be included in the holistic development of children, which includes verbal and intellectual skills and knowledge, social abilities, and health and nutritional status. Parents must equip children with literacy skills before they enter the world of cultivation. In addition, education and literacy development can foster interest in anal literacy so that as adults children have good literacy skills.

Therefore, if the government is aware of the low literacy of children in Indonesia and finds a way out by passing regulations on to each school, then what about the role of the family or parents in terms of their children's literacy. Meanwhile, as we know, literacy activities must start from three main cores, which include family, school, and children are exposed to literacy, because the family is one of the smallest units in society and is closest to the child. Therefore, parental awareness of the importance of literacy and parental knowledge of literacy is also needed.

Parents as the first teachers for children have more time and interaction processes than teachers and others to guide children to master literacy skills. The stimulation of literacy skills of preschool children can be done at home through parental literacy activities with anal (in the middle of daily activities. Ruhaena (2015) mentions six stimulation of early childhood literacy skills, there are (1) conversation, (2) recognition of writing in the form of clues or signs, (3) reading story books, (4) storytelling, (5) playing with letters and words, and (6) drawing, coloring and writing.

Therefore, the educational background of the parents can be an aspect of the parents' perspective of literacy. Parents who are not from basic children's education or psychology make their parents not aware of their views on the theory of *calistung* (baca, tulis, hitung) or those six simulations. However, several studies have shown that practically parents realize that teaching reading or writing to

children must be done based on their abilities, not forcing them if the child is tired or in other words, parents have to learn slowly and see the child's condition. In other words, regardless of parental understanding of literacy theory itself, learning that is given at home is one of the literacy activities carried out by parents.

Learning carried out by students will also be easier to understand if students often read or do literacy activities. According to the ministry of education and culture, the literacy that must be taught at this time is not only *calistung* (read, write, count), but there are six literacy that must be mastered according to the agreement of the World Economic Forum (2015), are reading-writing literacy, cultural literacy, technological literacy, scientific literacy, numeracy literacy, and financial literacy. But the key to all this literacy is reading literacy. Reading is an important activity in everyday life, because reading is not only for obtaining information, but serves as a tool to expand knowledge about many things about life. Reading will improve the ability to understand words and improve thinking skills, increase creativity and also get acquainted with new ideas. Therefore literacy activities are considered to have a great influence on student learning. If students often do reading literacy, it can be concluded that these students have more knowledge than other students.

Literacy activities will be very influential in student learning if they are carried out or taught from an early age. The introduction of literacy to children from an early age can be started with the habit of reading story books or fairy tales to children regularly by parents at home. Children's developmental process is undoubtedly influenced by social environments such as family, school and community whose partnership in education has recently gained in importance. Even though it seems like a simple activity, reading books to children is the initial stage of introducing them to the world of literacy. A survey conducted by a division of the United States Ministry of Education showed that toddlers who are accustomed to reading books by their parents can quickly recognize the alphabet. Another survey shows the success of toddlers in the early literacy stages, such as

writing their own names, reading or interacting with books, and counting up to the number twenty.

However, what if a child is not born from a family whose parents do not have much time to educate or teach them and also come from an environment with a low economy. Previous studies reported that the parents with low socio-economic status were less engaged in their children's education (Calzada et al., 2015; Tekin, 2011). Like one of the remote areas in the city of Palembang, it is called Sungai Rengas. Sungai Rengas is an area far from the city and has a low economic environment. The existing education is also not as good as in cities, where there is only one school for students to study. Then parents who have odd jobs or will have a job if someone calls or invites them, cannot guarantee their time to provide more education for their children.

In this problem, this research is aimed at finding out the perspective or understanding of parents who do not have a good educational background, about literacy that their children get from outside (school or environment) or that they give to their children. In addition, this study was conducted to examine how the literacy that students already have in the Sungai Rengas will affect their learning, especially in English.

1.2 The Problem of The Study

This study attempts to answer the following three research questions:

1. How do parents' perceive children's literacy in the Sungai Rengas?
2. How the impact of parental understanding of literacy can affect children's learning in the Sungai Rengas?
3. What other influences affect student learning?

1.3 Purpose of The Study

The objectives of this research are to:

1. To find out parents' perceptions of children's literacy in Sungai Rengas.
2. To determine the effect of parental understanding on literacy in children's learning.
3. To find other influences that affect student learning.

1.4 Significance of The Study

The researcher expects that the findings of this study will give benefits and some contributions to the teachers, the students, the researcher, and the other researchers. The expected contributions are:

1. For the language teachers, this research can give them information about parents' perspective of literacy in remote areas.
2. For students, it will help students understand the importance of literacy in their learning, especially in learning English.
3. For researcher, it will help the researcher to give a deep understanding of what the research is and how to conduct a good research in the educational setting.
4. For the other researchers, this research can be a reference to conduct further studies for them.
5. For the English education program students, this research can be a reference to conduct research in terms of the impact of literacy in learning English.

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