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YOUNG LEARNER'S HOME LITERACY HABIT AND THE ENVIRONMENTAL SUPPORT: A STUDY OF A HIGH ACHIEVEMENT YOUNG LEARNER

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Abstract:Home literacy environment gives a beneficial support to a young child. This study elaborates how the literacy habit and the environmental support of a high achievement young learner in Tapas Mojokerto. This study applied a descriptive qualitative study that proposed the data analysis descriptively. The data triangulation used to validate the finding, so the observation at home, a checklist of a literacy and parent interview were used to gain the data. Furthermore, the finding showed that the score of the checklist done by the mother of the subject was 33 from all 37 true score, where it can be stated from the description that the literacy practice at home has the most supportive foundations in our participant's home. Every checklist sessions on each part of the questions was answered with a high score. It means that the home literacy habit and the environmental support were rich and high. The habitual literacy activity done by the subject is define an ORIM framework application.

Keywords: *Literacy, High Achievement, Young Learner*

INTRODUCTION

Every parent wants everything best for their children. Every parent has a hope that their children will be successful in every step they take. It is now a trend in parenting discussion of entering the children to a playgroup in order to make their children to be well literate and master some skill in their life such as reading and writing. However to gain the knowledge, most of the parent will like to provide some equipment to support their children. Book is one of the tool to support children achievement and knowledge. As we are all know

that every child has their own ability and talent. Some of the children are easily grasp the new knowledge at school, some are not. In this research the researcher would like to investigate the literacy practice done by the subject also the environmental support of the high achievement young learner in Tapas especially the one who always get the best score.

Tapas stands for taman pendidikan anak sholeh. It is in the same level of Pendidikan Anak Usia Dini or young learners school but it is mostly based on Islamic context. In Tapas, the young learners are taught to spell the alphabet, numbers, English or Indonesian letter, song and later on they will be taught to read some simple word. The lesson done in Tapas is only last for 60 minutes. In Tapas, the young learners consist of 20 learners guided with 4 teachers. It seems too difficult to manage all those learners, but in fact most of the learners there are able to read and write some simple word in their early age. With the limited time at school, the learners must be well prepared also by their parent at home. They must be engaged with some letter, books and any supporting media to help them to be a well learners. Or in other word, the learners must be engaged and guided with their home literacy practice.

In addition, a previous study was done by Estrabrook (2013) with the title "the Relationship between Home Literacy Experience and Preschool Emergent Writing Skills". The result of the study was that, as said by the author, "the correlational analysis indicated that there was a significant positive correlation between independent home literacy activities and all emergent writing tasks". He added that, "Shared and casual HLE were significantly correlated with letter writing and spelling scores" (Estabrook, 2013). Furthermore, this study will discuss about one of the best learner's home literacy habit and the environmental support of Azka. D, a student in Tapas Al-Amanah Mojokerto.

HOME LITERACY PRACTICES

As stated by Pahl and Rowsell (2005) that, "Home literacy practices have affected children's literacy at school, and the ways in which home and school can be joined up, through family literacy programmes or other specific ways of supporting parents help their children" (Pahl & Rowsell, 2005). Having literacy activity at home is not just a simple one if the parent do not give the example and build up the habit of the literacy. Like it was stated in ORIM framework written by Peter Hannon, Cathy Nutbrown and Weinberger in Pahl (2005) at the University of Sheffield that, "Parent should be a model of literacy, and the parent can be the model of literacy by reading books daily for instance".

The ORIM framework was described below stands for opportunities, it is where the parents give the children experience to be more critical like a public place that can be discuss such as mall, museum. Furthermore, as Hannon and Nutbrown (1997) proposed that, "The next is recognition of their literacy practices (explicitly valuing what children do, and listening to them talking, playing and writing). Then the Interaction with children to develop their literacy (such as spelling out words children want to write) and model their own literacy practices (reading signs, directions, instructions, packaging)" (Hannon and Nutbrown, 1997).

As discussed the important home literacy that affected children's literacy at school so these two places should be connected in supporting the literacy for children. Researchers have used words such as domain and site to look at home and school literacy. Pahl and Rowsell (2005) mentioned that, "A domain is the sphere where a literacy practice originally was created and used". They added that, "A site is the place where the literacy practice is actually engaged with. For example, homework is an activity where the domain is school, but the site is home" (Pahl & Rowsell, 2005).

Some experts stated that, "Parents' attitudes to reading activities have an impact on the home literacy environment, as they determine the extent to which parents themselves get

involved in activities and encourage their children to do so" (Sonnenschein & Munsterman, 2002). They added that, "Parents who engage in many literacy activities with their children foster the development of positive attitudes to reading" (Sonnenschein & Munsterman, 2002). Another reviewed brought by Lonigan (2010) that, "Home is the first place where children get exposed to language and have opportunities to observe, discover and engage in literacy-related activities" (Lonigan, 2010). Meanwhile, Whitehurst (1998) noted that, "Exposure to books, magazine, newspapers, and environmental prints influence children's literacy development and children with better Home Literacy Environments show higher levels of reading knowledge and skills at kindergarten" (J. G Whitehurst, 1998). In fact, we can conclude that the literacy at home give much benefits toward the children.

PARENTAL ROLE IN HOME LITERACY ENVIRONMENT

Parent as the closest person and role paly for the children takes great influence on children literacy mastery. Research (Hemphill, 1996) has shown that simple activities in the family environment, such as daily conversations, reading books with children and watching appropriate TV programs (Sesame streets) are stimulating factors in children's listening development and enhancing their linguistic interactions, narratives, and explanations which are linked to spoken language. In addition, Umek, Podlesek and Fekonja (2005) explain that the literacy activities that are planned and took more time such as visiting a library, cinema or puppet theatre, teaching the letters, being involved in verbal interaction with the child while looking at a picture book are linked to greater measures of child's literacy competency. As the mother supports child's language development with oral or verbal interactions during different activities, the child's interest and verbal responses also influence the choice of the mother in different literacy activities (Hoff & Naigles, 2002, as cited in Umek, Podlesek, & Fekonja, 2005).

METHOD

In this study, the researcher used the descriptive method in a qualitative research. Qualitative research focus on understanding social phenomenon in their natural setting (P.D Leedy, 2005). The participant of this study was a high achievement young learner in Tapas, Mojokerto, Azka D an, a 4, 5 years old. The participant of this study was recorded by his teachers as a young learner who always get the best score in his class and he can write and read faster than his other classmates, from simple word to an advance level on his age, even he can respond to any questions delivered to him fluently. Furthermore, this study was composed to investigate him as the subject as well as the parent and the environment surround him. The data triangulation used to validate the finding, so the observation at home, a checklist of a literacy and parent interview were used to gain the data.

In a deeper analysis, this study elaborated to answer how the high achievement young learner literacy habits and how the supportive environments support him are. In addition, to answer those question, the researcher used home literacy environment checklist and an observation toward him at home for several times.

FINDING

From the checklist (see appendix 1) given to the mother of the participant, it is clearly showed that the home literacy environment and the support of the literacy at home were so rich. The score of the checklist was 33 from all maximal 37 true score, where it can be stated from the description that the home literacy environment has the most supportive elements in our participant's home. Every checklist sessions on each part of the questions was answered with a high score for example on the statements "I or another adult in my house read a

picture book at least four times a week”, “My child has at least 20 pictures book”, “I or another adult in my house teach a new word every day” and the mother said that the statements were true.

What can be found from the observation at home was that it clearly shown that at home the high achievement young learner is supported with many Medias to encourage him to learn, write, and read. There are so many books, a special bookshelf for him and a corner of reading, many digital equipment to support his learning are also provided at home. The subject of this study is provided with manual books and digital books. The researcher could see there were children e-pen for reading, a smart-fun monitor to read and sing, a talking robot that can assist learning and reading, and many more. The subject of this study liked to listen to story before bed, and the mother as well as the other adult at home provided and arranged extra time for them to be closer with book and literacy practices. The mother put a special time usually at 6.15 p.m. to learn, read, write or draw.

Furthermore, the mother of the subject of this study believe that his child can gain knowledge and some life skills from reading books. His mother liked to read books to his child and it made the child enjoyed having book to read. From the interview, a little interview it was founded that the mother was actually had a higher education level, she was a student of a university but she did not choose to work. She tended to give facilitation to his child and a learning opportunity that could help him in school. The mother was also encourage other adult at home to have an active role in the child education and the child literacy interest. The mother said that they started to introduce book before the child entering the school.

In addition, the researcher defined that actually what the mother and other supportive elements at the high achievement young learner at home reflected what the ORIM framework notion. The mother as well as the adult at home gave opportunities to the child, such as took him to bookstore, and then she realized the recognition by stated the word found in some area, they interacted at home like discussing, playing alphabet game, and the mother as well as the other adult gave a role model to be more engaged with books by reading or writing.

DISCUSSION

The term home literacy environment where defined clearly in the subject of the study's home. As a high achievement young learner at his school, Azka was provided and supported with so many literacy tools, engaged with literacy event as well as the literacy practice from his mother and the other environmental support including other adult at home. In addition as we could see obviously, the mother was actually practiced the ORIM framework to the participant of the study. She believed what she did will help his son skill and knowledge gaining at school.

The high score of the HLE checklist given by the researcher to the mother showed that the high achievement young learner of this study's subject was obviously presented an insight that the subject was supported with a rich home literacy environment. In addition we can say that what the parent and other adult as well as the surrounded environment near the subject was a kind supportive literacy condition. And those are really important for the development and the habit of the subject toward literacy and education including his readiness for reading and writing activity at school. What happened to our subject is relevant to the statement that home literacy experiences and reading resources provided by parents are identified as vital influences in promoting the development of the children's reading (Adams, 1990), (DeBaryshe, 1993). Then, some experts stated that, “Home-literacy environment is defined to have the following aspects. One is about reading activities including early home literacy activities (EHLA), and daily reading activities between parents

and children” (J. T Guthrie, 1995), (M. Sénéchal, 2002), (J. Roberts, 2005). Another view by Bus (1995) and Campbell (2001) mentioned that, “The second one is about educational resources especially books provided by parents” (A. G Bus, 1995), (Campbell, 2001). Baker (1997), said that “The last one is about emotional factors, for example, the parental belief, expectations, attitudes and habits regarding reading” (Baker, 1997).

CONCLUSION

The high achievement young learner who became the subject of the study was obviously supported with rich literacy environment. Her mother provided many media such as printed books, digital books at home. Azka was introduced to literacy before school age. It means he was engaged with early literacy at home. The mother gave routine time for reading and writing starting with a simple word or starting with some alphabet. The participant of this study, Azka, then has a phonological awareness well.

The interaction with the people surround him gave a confidence form him to learn and gain knowledge, not only does her mother who talk to him, discuss and read book for him, but the other like uncle, father, too. In addition, to make the reading and writing or literacy activity done well without any much pressure feeling, the mother gave the example of how literacy can be a good habit. Role modelling for reading and writing was a good idea and in fact it was an important support to do.

We can also conclude that what was happen to the subject of this study's home was a kind of ORIM framework application. However, what happened to the subject's home of literacy support might be the factor of how the subject can achieve a high achievement at home and learn and do the lesson easily without any much obstacle in Tapas. Or we can say that the literacy practice at home by the participant and the environmental support should be the good influential factor for his school readiness.

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Appendix 1 Home Literacy and Environmental Support Checklist
 Taken from www.readoutandread.com

Home Literacy Environment Checklist

Is your home literacy-friendly?

| STATEMENT | TRUE | FALSE |
|---|------|-------|
| What my child has... | ✓ | |
| My child has at least one alphabet book (e.g., Dr. Seuss's ABC book). | ✓ | |
| My child has magnetized alphabet letters to play with. | ✓ | |
| My child has crayons and pencils readily available for writing and drawing. | ✓ | |
| My child has paper readily available for writing and drawing. | ✓ | |
| My child has a table or surface readily available for writing or drawing. | ✓ | |
| My child has at least one rhyme book (e.g., Joseph Slate's Miss Bindergarten Gets Ready for kindergarten) | ✓ | |
| My child has more than one rhyme book. | ✓ | |
| My child has at least 10 picture books. | ✓ | |
| My child has at least 20 picture books. | ✓ | |
| My child has at least 50 picture books. | | ✓ |
| My child plays beginning reading and alphabet games on a computer (e.g., Reader Rabbit or Bailey's Book House) | | ✓ |
| My child has materials and games to help learn the alphabet. | ✓ | |
| What I or another adult do... | | |
| I or another adult in the house read a picture book with my child at least once a week. | ✓ | |
| I or another adult in the house read a picture book with my child at least four times a week. | ✓ | |
| I or another adult in the house teach new words to my child at least once a week. | ✓ | |
| I or another adult in the house teach new words to my child nearly every day. | ✓ | |
| I or another adult in the house have a detailed and informative conversation with my child at least once a week | ✓ | |
| I or another adult in the house have a detailed and informative conversation with my child nearly every day. | ✓ | |
| I or another adult in the house help my child learn nursery rhymes. | ✓ | |

| | | |
|---|---|---|
| I or another adult in the house encourage my child to tell me what he or she wants using complete sentences. | ✓ | |
| I or another adult in the house take my child to the library or a bookstore at least once every two months. | ✓ | |
| <i>What my child sees me or another adult doing...</i> | | |
| My child sees me or another adult in the house reading books, magazines or the newspaper at least once a week | ✓ | |
| My child sees me or another adult in the house reading books, magazines or the newspaper nearly every day | ✓ | |
| <i>What I am...</i> | | |
| I am a good reader. | ✓ | |
| I have a large vocabulary. | ✓ | |
| I began to read picture books with my child before he or she was a year old. | ✓ | |
| I enjoy reading picture books with my child. | ✓ | |
| I expect that my child will work to his or her potential in school. | ✓ | |
| <i>Now or in the past, I or another adult encourage or help my child...</i> | | |
| I or another adult in the house encourage my child to watch beginning reading shows on TV or tapes (e.g., <i>Between the Lions</i> on PBS). | ✓ | |
| I or another adult in the house encourage my child to play with computer games that introduce the alphabet and beginning reading (e.g., <i>Reader Rabbit</i>). | | ✓ |
| I or another adult in the house help my child learn to sing or say the alphabet. | ✓ | |
| I or another adult in the house help my child learn to name letters of the alphabet. | ✓ | |
| I or another adult in the house help my child learn to write letters of the alphabet. | ✓ | |
| I or another adult in the house help my child learn to write his or her name. | ✓ | |
| I or another adult in the house help my child learn to write other people's names. | | ✓ |
| I or another adult in the house help my child learn how to rhyme. | ✓ | |
| I or another adult in the house help my child learn the sounds that letters of the alphabet make (e.g., "M makes the mmmm sound"). | | ✓ |

Count up the number of statements marked TRUE and put that number in the box to the right.

See the chart below to find out how literacy-friendly your family child care program is.

30 - 37 Home literacy environment has most of the necessary supportive elements

20 - 29 Home literacy environment has many supportive elements

11 - 19 Home literacy environment has some supportive elements

0 - 10 Home literacy environment needs improvement

Picture 1. Azka Literacy Support Media

