Parents' Involvement in Students' Home English Literacy Practices with Divers Populations

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ARTICLE INFO	ABSTRACT
	Not only school, but home literacy practices are extremely important in developing language and literacy skills. Using a case study, this research presents the cases of 6 Senior high school students from diverse backgrounds which is chosen because of their wide range of socioeconomic status, single parenting or working parent, parental educational, also their performance in EFL Classroom. Thorough ORIM framework, it is shown that each parent engages to the students' home literacy practices in different aspects although not all of form of home literacy practices categories fulfilled in engaging students' home literacy practices. Five factors influenced their English literacy practices. Both internal and external factors are examined. It becomes evident that fostering a holistic approach to literacy development demands concerted action from multiple stakeholders. Encouraging Family Engagement is suggested. Schools suggested to create and sustain family engagement programs aimed at empowering parents and caregivers to actively participate in their children's literacy development.

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1. INTRODUCTION

Creating a vibrant English literacy environment is a significant challenge for any English teacher. That means they are exposed to literacy not just at school but also at home. Students come to school with varied experiences with language and literacy. Some students have been surrounded by "school-like" language and literacy environments complete with complex vocabulary and storybook reading opportunities. Other students may have opportunities to hear and read language, but those experiences differ in ways that may not prepare them as well for the demands of school-based literacy activities. Literacy was a long-established field known as 'Reading' (Lankshear and Knobel 2006) while the New Literacy Studies (NLS) argued that literacy was something people did in the world and in society, not just inside their heads. The NLS opposed the traditional psychological approach to

literacy. It saw literacy as primarily a sociocultural phenomenon, rather than a mental phenomenon (Gee 2015). As social practices characterized by a new ethos, new literacies are more participatory, collaborative, and distributed, and less published, less author- centric, and less individual than conventional literacies (Knobel and Lankshear 2014). The concept of literacy as a social practice will be used in this paper which gives an understanding that literacy is connected to other things in human's social life. It is not just about writing and book, but how the understanding gained from reading can be used in daily life (Khairi and Retnaningdyah 2018). Cooperation between parents and schools may be more helpful in obtaining better results in children's learning than parents and schools working separately.

To ensure that students receive the best services possible and that misunderstandings are avoided, it is important for teachers and families to actively listen to one another and work together collaboratively (Brown, Julie, and Dynega 2018). Many adults in students' lives fail to recognize the connection between home literacy practices and academic success. The promotion of English as a foreign language (EFL) is another area where this occurs. Literacy practices have an impact on students' English language learning abilities.

A new perspective on how parents can aid their children's literacy development is provided by the ORIM framework developed by Peter Hannon, Cathy Nutbrown, and Jo Weinberger at the University of Sheffield (Pahl and Rowsell 2005). It's possible that parents can provide: (1) Opportunities; by keeping a variety of printed materials (books, encyclopedias, newspapers, etc.) in the home; by reading aloud to and discussing stories with their children; by providing materials for use in drawing or scribbling activities; by encouraging literacy-related socio-dramatic play; by alerting them to, and helping them interpret, environmental print; by singing nursery rhymes, which help children develop speech segmentation and phonological awareness; and by reading to and talking with their children. (2) Recognition; Parents' positive reinforcement of their children's early literacy efforts (book handling, reading, logo recognition, and writing) is crucial. (3) Interaction; Parents should talk to their children, inviting questions and offering explanations, all with the goal of stretching their children's reading abilities. Literacy tasks in which children can make a meaningful contribution (such as adding their "writing" to a greeting card, turning the pages of a book, selecting items in a store by brand name) help them "do today with an adult what tomorrow they will be able to do independently," as the saying goes. You can interact with someone by pointing something out, giving them explicit instructions, demonstrating it, having a conversation, playing a game, or even engaging in socio-dramatic play. It can be formatted in any way you like, from loosely to strictly. (4) Model; Parents set an excellent example for their children when they engage in literate behaviours themselves, such as reading for information or pleasure, writing notes or shopping lists, using print to find things, following instructions, earning a living that requires paperwork at home, etc. The four most important types of literacy are environmental print, book sharing, early writing, and oral language (other types of literacy can be distinguished if necessary; in this paper, the researcher adds technology) for the time being. At any time, you can separate a sub-strand from a strand. (Hannon and Nutbrown 1997).

Since there are many factors influence how strong the link between home literacy and school literacy practices, there are many researches investigate it in different level of education. In elementary school, it has highlighted the relevance of families' perspectives on literacy and has raised new research challenges from a broader and more heterogeneous perspective of children's literacy in the Spanish educational context (Moreno-morilla and Guzm 2018). Some studies also investigate home and school literacy practices in different background of the students. Four parent groups emerged based not only on primary language, but also ethnicity, religion, socioeconomic status, and proximity to the school (Feinauer and Whiting 2014). Children with greater social capital in the form of more frequent home literacy activities demonstrated higher expressive and receptive vocabulary skills (Bojczyk et al. 2017). Exploring within-group patterns of variability in the home literacy environments (HLEs) of low-income Latino families using latent profile analysis (Davis et al. 2016).

The findings highlight considerable variability in terms of literacy beliefs and practices among Latino families. The current study, investigate from psychology side. It supports an alternative approach in which school psychologists and other educational practitioners reach out proactively to parents to create and support positive, constructive, proactive school–home consultation and collaboration (Alston-abel and Berninger 2017). A view of young people's digital technology use as negotiated social and literate practice has been revealed (Bulfin and North 2008) in this framing, young people's engagement with language, learning and technology might be characterized as a dialogic negotiation of a complex range of texts and practices that flow across and between school, home and other spaces.

With modern tools, families can get the reading help they need to succeed. Do someone a favour by acting as a "media mentor" (Reade 2017). Talk to your child about how to encourage them to use technology in creative ways. Your child can benefit from these talks in terms of language development, content knowledge, and overall development. Master the skill of analyzing content critically before using it as a resource. Assess the programmers' competence. If you're going to share something, make sure it's useful and reliable. Young people in today's technological society require more guidance in this area (Segers and Kleemans 2020). The home literacy environment has a significant impact on children's language and literacy development (Segers and Kleemans 2020). Young people in post-industrial countries today use digital media for a wide range of activities, such as socializing, learning, and passing the time (Flewitt and Clark 2020). From the advent of print to the creation of interactive whiteboards and touchscreens, technology has long been used to enhance the educational experience. (Picton 2019).

Within the context of EFL, some research has concentrated on the correlation between home and school literacy practices. Even when parents do not speak English fluently, they can still help their children with their English language development by engaging in home literacy practices (for example, by monitoring their children's homework, providing learning environments, shaping their children's minds for EFL by giving advice, and providing constructive feedback about the progress of their EFL homework) (Aldemar, Torres, and Castañeda-peña 2016). One of them, by highlighting the behavioral and emotional contributions of both mothers and fathers, painted a fuller picture of how the home literacy environment affects children's second language acquisition (Chow et al. 2015). To further enhance children's language and literacy experiences, future intervention studies may include a parenting component (Bojczyk et al. 2017). So, the preceding context for this study suggests that home practices, which not all families or teachers give much thought to, is to bridge the gap and provide a portrait of parental involvement in shaping students' EFL home literacy practices by seeking answer of how do parent play role in the students' EFL home literacy practices and what factors affect them taking into account the various backgrounds of senior high school students.

2. METHOD

This study uses a case study approach to investigate the connection of parental involvement in taking role of shaping students' English literacy practices at home. The investigation is students of a public senior high school in Pamekasan, Madura which has good interested in literacy practices. It was shown by school's activities supported students' literacy practices both in and outside the class. There is a café based-literacy named Wecafe that provide the students to have literacy activities outside the class. Only six will serve as participants in the current study. Those six students were chosen because of their wide range of socioeconomic status, single parenting or working parent, parental educational, and cultural diversity (Brown, Hendricks, and Earley 2007) also their performance in EFL Classroom.

Those six students, Sya (S1), Nis (S2), Mil (S3), Bas (S4), and Asri (S5) (their pseudonyms) who participated in this study had different family backgrounds. Sya (S1) is a first daughter of the headmaster in the school. Her mother is also an art teacher in that school. She shows the enthusiasm to the English Academy. Both her father and mother graduated from under graduate in different major. Her parent also has a business of Batik that become their other income besides their salary of

being teachers. They live in their own home with Sya and her two younger sisters. Taking a look from economic status, their family is the highest economic status in the school. In contrast with Nis (S2). She comes from low economic status family. She lives with her mother only who is a farmer, since her father had passed away. Sometimes Nis does not attend the school because she helps her mother in the farm. As the only daughter, she also becomes a make-up artist to fulfil their daily needs. Next Mil (S3) is the only son of farmer, his father graduated from elementary school and his mother do not graduated from any formal school yet. But now he has lived with his grandmother since her parent divorced and have their own family each other outside Madura. At the same time, Bas (S4) has lived with his uncle and aunt since his parent divorced too. His father lives with his new family and his mother work at Bali to fulfil Bas's need. The father of Asri (S5) also work at another city at Java, but she lives with her mother and her niece. His father goes home at once for a week. She is originally Madurese since both her father and mother are Madurese.

A semi-structured interview will be conducted with the students and parents. Narrative literacy written by the students also being the data source as well. Three primary stages proposed in analysing the data by Miles et al (2014) will be used in this study, namely data condensation, data display, and drawing and verifying conclusion (Miles, M. B., Huberman, A. M., & Saldana 2014).

3.   FINDINGS AND DISCUSSION

Drawing from interviews and narrative literacy found that not all of form of home literacy practices categories fulfilled in engaging students' home literacy practices. Some Factors Influenced how the students experienced English literacy practices at home.

Students' Home Literacy Practices

Students experienced some English literacy practices at home. Those activities are supported by their parent or even they have third space of themselves. By analyzing them it shown some pattern

a. Self-writing as Interest

Writing is one of English language skill which should be mastered. S1, and S5 engaged with their own English literacy practices as self-writing at home. English literacy practices of self-writing start from the simplest one. They start to mix Indonesian language and English language when writing a diary. As written by S1 that she has special book to share her idea and express her feeling, she also stated at her narrative literacy:

"That book is written in Indonesian and English a little bit." It shown that she tries to use her English although feeling hard so she decides to mix it with Indonesian Language. She chooses to use write diary beside it has been her habit since she was kid, it is also because her parent is busy. She does not have someone to talk to. S5 has the same activity of writing a diary in order to express her feeling and opinion, also as the English literacy practice since she does not have partner at house to speak to, so she decided to have English literacy practices through writing diary.

Unfortunately, I do not have a partner to speak English at the house. So, I just write it in my diary

By that statement, she unfortunate that she does not have a partner to practice her English, but she will. Although her parent always supports her in her intention in English, but her parent cannot speak English. They just accompanying her in practicing English school agenda as becoming English master of ceremony or joining story telling competition as written by S5 on her last narrative literacy, *"they participate in training, listening, and also repeating the school activity."* Also as stated by her parent during interview,

PF5   : When she is studying (reading, training new activity, etc.), I will accompany her as long as I do not in work

PM5   : Accompanying her in exercising something

Writing a diary actually is not her new habit, because she also wrote that *"I have liked to write diary since I was a child"* but what makes different is now she write it in Indonesian and English.

S5   : but I can mix it with a little bit of English now.

As S1, English used by S5 in writing diary although only in some words. Those statements show that they try to use English on their self-writing as long as they know the vocabulary. This phenomenon tends to make them explore more about it and posting something in social media. It is shown from their narrative literacy, S5 stated: *"There is a challenge at English Academy to create an English WhatsApp story every Saturday. Since then, I have been interested in writing English from the simplest one"*

In an accordance to the school programs, all of the participants are asked to post English story on their Whatsapp, it makes them used to post English story on social media. So, she got used to post English story outside the challenge. She said that it is like becoming her habit. While S2, S3, and S4 do not experience this literacy practices. S2 and S4 tend to write something instructed by the school only. So do S3, he never writes English writing or even Indonesian writing out of school task. He told that he is lazy to do everything except playing futsal. *"Yeah, I just learn at school"* This statement uttered by him when interview session to gain a complex data developed by his literacy narrative. Although S4 did some school tasks at home but he also stated that he is lazy to do it. He told that he felt empty and do not want to do anything since there is no one appreciate him.

b.   Reading

Reading is the easiest literacy practices experienced by the students. But, the intention of their reading activities is various. Reading for learning or even reading for entertainment. Reading in serious way is usually related to their homework of the school activities. *"I often spend my time doing my tasks. I read, understand, and then rewrite it based on my own understanding".*

That statement is written by S1, that she told she used to read, understand and rewrite her task, she also added "including English".

A little bit different, S2 read an online article related to English, mostly tips and trick to master English. Although the article uses Indonesia, but there are many examples of English sentences even in short or long paragraph. It is as what has written by S2 *"There are many English sentences".*

Reading an online article is a technological literacy practice. It also experienced by S5 that she has reading activity digitally. But in order to read Novel on online application. While S3 did not experience reading practice at all, although there are many books provide by her father but he never read them. At the same time, S4 also did the same case that he did not do reading as literacy practice.

c.   Listening to English Music

Nowadays, literacy is not only about reading and writing, it is broaden as a social practice based on New Literacy Studies' view (Pahl and Rowsell 2005) "how literacy used and what people do with literacy in everyday live". Moreover, the concept of literacy as a social practice gives an understanding that literacy is connected to other things in human's social life. It is not just about writing and book, but how the understanding gained from reading can be used in daily life. Related with this, listen to English music is one of English literacy practices practiced by the participants. They enjoy English music better than English book. By practicing English literacy through music, it makes her easier to memorize and understand English rather than reading a book. It is in line with the statement of S1, *"I like to listen and watch English song, because it is fun"* She loves to listen to English music because of fun, happen to S5 as well.

Song is a literary works which can define as a short piece of music, usually with words. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward. Not only listen to the music, but S1 and S5 also memorized the lyrics of the English song. Sometimes they do not know the meaning of the song due to their lack of vocabulary. They try to use google translate or dictionary to search the meaning in order to understand the meaning of the music. S5 has written on her narrative literacy; *"I also like to listen to English songs although I do not know the*

meaning. But I searched the meaning through Google Translate, and then I memorized the lyrics to be fluent in it"

This activity is also affected by the role of the parent to S5 but not to S1. S1 do like to listen music just because of herself, while S5 is affected by her father that also love to listen English song. It was shown by the statement of PF5, he stated *"I like English song since a long time ago. Maybe that is what has been imitate by my child, So, she loves English too."*

d.   Chat as an alternative Interaction

The next pattern of students' literacy practices is interaction activity through chat on WhatsApp. This is experienced by S4 who usually communicates with his teacher in English. *"I still use a little bit of English in chatting with my teacher,"* this statement is written on his literacy narrative to show his interaction with his teacher, beside his interaction with his younger brother at home.

The other students who use chat as an interaction activity using English is S1 and S5. Both of them felt do not have partner to speak English at home, so they decide using English chat as an alternative interaction to practice their English. S1 wrote "*I usually talk with S5 by WhatsApp in English"*

Parental Involvement in Students' Home Literacy Practices

Using ORIM Framework which stands for opportunities, recognition, interaction, and model, a portrait of parental involvement on students' Home Literacy Practices in promoting English shown in the table.

Table 1. Portrait of Parental Involvement on Students' Home Literacy

Parental Involvement's to S1				
	Environmental Print	**Book**	**Writing**	**Oral Language**	**Technology**
O	English poster	- Giving dictionary - Giving book			- Internet Access - Laptop
R				Giving motivation	
I				Discussion about schools' subject	
M					

Table 2. Portrait of Parental Involvement on Students' Home Literacy

Parental Involvement's to S2				
	Environmental Print	**Book**	**Writing**	**Oral Language**	**Technology**
O					- Internet Access
R					
I				- Discussion about schools' subject	
M					

Table 3. Portrait of Parental Involvement on Students' Home Literacy

Parental Involvement's to S3					
	Environmental Print	**Book**	**Writing**	**Oral Language**	**Technology**
O		Giving Book			
R					
I				Ask him to learn	
M					

Table 4. Portrait of Parental Involvement on Students' Home Literacy

Parental Involvement's to S4					
	Environmental Print	**Book**	**Writing**	**Oral Language**	**Technology**
O					
R					
I				Talking with brother	
M					

Table 5. Portrait of Parental Involvement on Students' Home Literacy

Parental Involvement's to S5					
	Environmental Print	**Book**	**Writing**	**Oral Language**	**Technology**
O					Internet access
R	Giving reward			Praise her	
I		Go to book store		- Accompanying to her - Paying attention to her	
M				Listening to music	

Based on those various English literacy practices which experienced by each student at home, it shown a pattern trend:

Opportunities

Opportunity given by parent in order to support students' literacy practices is very important. As the finding, some parents give it while the other not. Providing books (including dictionary) is one of that opportunity. Book is very important to support students' literacy practices. In this era, technology is needed in every aspect. That is why internet access will support how students' experienced home literacy practices. Three of students in this study got internet access from the parent. The last opportunity given is experienced by S1 by having some English poster at home as the part of literacy rich environment.

Recognition

Recognition is used as a reward to the students for having a new motivation to have more English literacy practices. Praising and giving them motivation are used by some parents to increase their interest in practicing English literacy practices. While S5 also got a reward in the form of present.

Interaction

There are some literacy practices which related to how parent interact to their children' home literacy practices. Going to book store is one of them. This activity only practiced by S5 which has strong interaction with her parent. Since she has the most interaction session than other. Her parent also accompanies her to study and always pay attention in every activity of her. As written by S5 on her last narrative literacy, "*they participate in training, listening, and also repeating the school activity.*" Also as stated by her parent during interview that they accompany her when she is studying (reading, training new activity, etc.), as long as they do not in work. The other, do not go to book store with their parent, but their parent provide books at home as discussed at opportunity aspect.

The other, discussion schools' subject is needed from the student to review school lesson. S1's parent (as the most educated parent) said that he always interacts with S1 by discussing school subject or program to know the student's development. While S3 is always asking by his grandmother to learn more by himself. It because he just stayed with her grandmother and she is busy with her farm. In line with S4, just because he does not stay with his parent, he does not have partner to interact. He just tried to talk with his younger brother in simple English sentence.

Model

This aspect is the least frequently used by parent in this study. Only S5 experienced it. Her Father always listens to English music which makes her also loves to listen to music.

Factors affect students' English literacy practices

The second research question is exploring the factors influence the students' English literacy practices, gained from interview and students' narrative literacy, there are some factors affected students' literacy practices found:

a. **Educational Level of Parent**
    One of the factors influence students' English literacy practices are the level of parents' education. Parent is the closest person to the students in their family, in fact their parent can be a supporter or sometimes obstructer. This was shown from the findings that the educational level of parent does influence their mindset toward education of their children. For some of parent, they care about their children's education but not for others.
    Actually, all of parent believe that education is important, but how they provide the students' opportunities to experience literacy practices is different. Some of them thought that literacy practices should be done at school only.
    It was different as what experienced by S1 and S5, since her parent has high level of education, they believe that education can be experienced anywhere, including their home. That's why her child is asked to do some literacy practices at home in certain time and provided opportunities to do that. In another hand, S3 and S4 do not experienced that. Their family do not that care about their activities of learning or literacy practicing.

b. **Economic Status**
    Economic status of the family also affected the students' literacy practices. It relates to the facilities provided to the students. Some of parent provided facilities to support the students' literacy practices; such as book, electronic tools, and internet access.
    Based on the interview, the rich facility to have literacy practices is S1 and S5. While S3 is provided some books by his parent but he does not want to engage with it. In another hand, S2 and S4 have less facility.
    This economic case that affected students' facilities make them cannot easily learn English, but it was helped by the program of the school, shows that the connection of parent and teacher should be actively talk about the progress of the students.

c. **Partner**

English is a foreign language for all of participants which never used in their daily activities. It makes them rarely practice their English except having partner for it. but in fact, not all of the students can have partner to practice their English. It shown by their literacy narrative that has been written "Unfortunately, I do not have a partner to speak English at the house."

They love to practice their English but there is no partner at their home. Some students reveal that it relates to the educational level of their parent. For some who theirs parent did not even pass elementary school, English become a strange language that they do not know. Therefore, they cannot be a partner to their children.

Stated by S2, S3, and S4 that her parent never involved to their English literacy practices because they cannot speak English. But S4 still tries to speak simple sentence to his brother, he stated that: "I usually talk to my younger brother in simple sentences in English."

It also happened to S1 that her parent does not that involve to her since her parent is always busy. It makes she focus to experience English literacy practices by herself. It stated "I seldom talk to my family, because everyone is busy. So, there is nothing to be talked. I usually talk with S5 by WhatsApp in English"

In contrast with S5 that her parent still supports her to be a partner in English literacy practices although they cannot speak English "They participate in training, listening, and also repeating the school activity. Even my parent does support me."

It means low level of parental education cannot directly judge as unsupportive parent. They still can be a partner even when parents do not speak English fluently as written by previous research (Aldemar et al. 2016) they can still help their children with their English language development by engaging in home literacy practices. They also can give the behavioral and emotional contributions (Chow et al. 2015). Parent with high level of education

d. **Interest**

Internal factor can give high influence to the students in practicing English literacy either at home or school. Some students decide to passive in English academy just because they personally do not have high interest to English. Students who have high interest in English always try to have English literacy practices although they family member do not that support. The more they learn, the more they into English. It is shown by how they put third space to learn English without supporting environment.

e. **Supporting program**

English literacy practices ideally take place both at home and school. But in fact, not all of the family member considers the importance of English literacy practices at home. For some students, they tend to have English literacy practices only at school since their parent do not give opportunity or even care to their home literacy practices. While the cooperation between parents and schools will be helpful in obtaining better outcome to the students than working separately (Knobel and Lankshear 2014). Therefore, English program from the school become a factor to support the students practicing English literacy when they cannot experience it at home at all. "I learn English at school more than at home. because the teacher is fun."

Stated by S2 who now become an active student in English program. English academy as the English program of school becomes her supporter factor to learn and experienced English literacy practices. Since she does not have time to have literacy practices at home. The other students also stated:

"I read the book first before coming to English academy or memorizing the vocabulary, because my teacher always asks the previous material or memorizing the vocabulary".

This statement shows that the students will read a book or review the material at home because of the program conducted at school. It proves that home literacy practices have a connection to school literacy practices.

Discussion

Home literacy practices encompass a wide array of informal activities such as reading for pleasure, engaging in family storytelling, and discussing various topics. Communication, collaboration and interaction between people through social practices is essential in understanding the way into literacy (Chakrabarty 2020). The participants in this study indicated a variety of ways that they engaged in literacy practices in promoting EFL. ORIM framework was utilized to code the students' literacy practices at home. ORIM stands for Opportunities, Recognition, Interaction, and Modelling (Pahl and Rowsell 2005). Opportunities mean how parents turn the experiences of everyday life into learning opportunities, through the ways in which they interact with their children. While recognition show how parents recognize and value their child's achievements and efforts. How parent support their children' development by interacting with them in a variety of ways including listening, talking, sharing, etc. is called interaction. The last component is modeling means how their parent gives an example in doing literacy practices, through modeling by parents, their children can absorb behaviors, attitudes toward learning, and how to interact with others. Home literacy practices are extremely important in developing early language and literacy skills (Curry, Reeves, and Mcintyre 2013).

Based on the research finding, it shown that every student experienced different aspect of home literacy practices. As a result, there were found some themes which is considered as the pattern of the students' home literacy practices. There are writing as a self-interest, reading, listening to English music, chat as an alternative interaction. In doing those literacy activities at school, not all of the students experienced all of the ORIM aspects. Even they have to have third space of doing literacy practices or got blocked.

Writing as a self-interest did by the students to practice their English at home. Since writing is one of the language skills to be practiced and mastered. It has been revealed at previous study (Tuan 2010), whose findings substantiated the benefits of journal writing as an extensive activity to foster learners' writing motivation and enhance their writing skill. In this research, that activity tent to bring the students easier in doing school activities relates to the writing practice. It is like their planning to write an English anthology book. While reading is also the activity practiced by the students. It relates to the facilities provided by their parents. Some of them giving a book as the reward to their children. Meanwhile, listening to English songs is becoming a trend among young students (Suciati and Zarkasih 2021). Rather than reading a book, some students prefer listen to English song. Since it is fun and attractive. As the mean of communication, personal chat is also practiced by the students using English. This happens because their parent cannot talk in English. When parents do not engage to the students' English language, they can help their children by the other point of view, rather than linguistic point of view (Aldemar et al. 2016).

The intersection between home and school literacy practices is a critical area of exploration. Students often bring their home literacy experiences into the classroom, enriching the educational environment with diverse perspectives. Conversely, disparities between home and school environments can pose challenges for students, particularly those facing literacy difficulties at home. Understanding these intersections and disparities is essential for devising effective strategies to support students' literacy development.

It was shown that there are some factors that influence the students' English literacy practices. As stated that students' literacy practices affected by some factors (Curry et al. 2013; Development and Cairney 2017; Mccarthey 1997). There are 4 factors revealed (Brown et al. 2007), while some addition factors uncover on the data found from the interview and observation since this current research focus on the internal and external factors.

The educational level of parent is the important factor affect how students practiced their literacy. Since family is the first circle of the students. The higher level of parental education, the more understand them that literacy practices both at school and home are important. But some low level education of parent is also give positive impact as long as they come up with the mindset that English is important and literacy is not separated between home and school, they support the students to have home literacy activities, in line with the result of previous research that even when parents do not have a command of the English language, they have the potential to help with EFL learning from a non-linguistic point of view (Aldemar et al. 2016). Some just leave over to the teacher and school. They believe that school is the place of learning, while house is the place of doing others.

Socio-economic of the family is also affect their literacy practices as mention by previous research that children from lower socioeconomic status (SES) backgrounds may be at risk (Curry et al. 2013). This current research shows that students from higher socioeconomic backgrounds tend to have greater access to books, educational resources, and enrichment activities. These students often grow up in households where reading is valued and encouraged, leading to more extensive engagement with literacy-related activities. Conversely, students from lower socioeconomic backgrounds may face barriers to accessing books and educational materials. Limited financial resources can restrict the availability of reading materials at home, impacting students' exposure to diverse texts and literary experiences. Additionally, parents focus on working many jobs or facing economic hardships may have less time and energy to dedicate to literacy activities with their children. The students from lower SES tend to be busy by helping parent to work, rather than focus on their literacy practices.

What unique is in this current research, the highest economic status background is also have less time to have interaction and engagement with students' literacy practices because both father and mother are busy of their jobs. Since English is the students' foreign language, they do not use it in everyday life. So, the students need a partner to practice their language. The students who have high interest in learning English will ask their friend or teacher to be a partner, if their home environment do not support it. That is why the interest of the students is also affect as well.

Supporting program will be needed to maximize the students' literacy practices at school. It is important for teachers to understand the home environments from which their students come so that they are able to make a better connection between home and school (Brown et al. 2007). When teachers know the students they teach and recognize the value of and incorporate their funds of knowledge into the curriculum, instruction is more relevant to the students' lives and interest improves (Smith 2020). Parent who collaborate with teacher will give better result of students performance (Lankshear and Knobel 2006). Therefor teacher should actively give the progress of the students' school literacy practices and the parent should support and assist the students' by giving them literacy experience at home. Such an important thing is the parent should actively permit the students to have an activity at school.

Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, all families can, and often do, have a positive influence on their children's learning (Henderson and Mapp 2002). It is important that teachers acknowledge this prior knowledge and experience and incorporate it into their daily instruction while continuing to foster the parents' knowledge of how to assist children at home. Support via school literacy programs can provide parents with the tools needed to assist their children (Smith 2020). As suggested that all families can help improve their children's performance in school and influence other key outcomes that affect achievement (Henderson and Mapp 2002).

4. CONCLUSION

In conclusion, investigating students' home English literacy practices and how parent engage with them offer valuable insights into the complex dynamics shaping literacy acquisition and development. It revealed that at home, students experienced kinds of English literacy practices

although they have to have third space of doing literacy practices or got blocked. Means familial engagement and literacy-rich environments lay the groundwork for literacy development, fostering a love for literacy activities and providing essential support for literacy skills. This current research uncovered the myriad factors that influence students' literacy practices. Socioeconomic status emerged as a significant determinant, with disparities in access to resources and opportunities contributing to unequal literacy outcomes among students from different backgrounds. Additionally, educational level of parent, partner, interest and supporting program were found to shape students' engagement with literacy both at home and in school, highlighting the importance of recognizing and addressing diverse needs within educational contexts. It is clear that fostering a holistic approach to literacy development requires collaboration and partnership between families, educators, and communities. By recognizing the complementary nature of home and school literacy practices and addressing the systemic factors that impact students' literacy outcomes, we can work towards creating inclusive and equitable learning environments where every student has the opportunity to thrive.

Drawing from the insights of this study, it becomes evident that fostering a holistic approach to literacy development demands concerted action from multiple stakeholders. To address the interplay between home and school literacy practices and mitigate the factors influencing students' literacy outcomes. Encouraging Family Engagement is suggested. Schools should create and sustain family engagement programs aimed at empowering parents and caregivers to actively participate in their children's literacy development. These programs can offer resources, workshops, and support networks to assist families in cultivating literacy-rich environments at home and engaging meaningfully in their children's learning journey. Continued research and evaluation are necessary to assess the effectiveness of literacy programs, identify areas for improvement, and inform evidence-based practices. Engaging in ongoing research and evaluation efforts enables educators and policymakers to make informed decisions and ensure that literacy initiatives effectively meet the needs of all students.

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