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Parental Perception of Using Stories in Developing Children's English Language Literacy

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Abstract

This study explored parental perceptions of their involvement in supporting children's English literacy in grades 4th, 5th, and 6th by using stories as reading media at home. Using an explanatory sequential mixed-method approach, this study involved parents from two junior high schools in Buleleng, Bali. The data were analyzed descriptively using the PAIT (Psychometric Analysis of Item Theory) and CTT (Classical Test Theory) methods, which focused on the reliability and validity of the questionnaire. The results showed that parents had positive perceptions of their engagement in developing children's literacy at home. The cognitive engagement aspect showed a very positive perception, while the behavioral engagement and emotional engagement aspects were classified in the positive category. These findings highlight the need for literacy strategies that not only improve reading skills, but also strengthen children's emotional bonds. Educators need to support parents in balancing academic expectations which fostering children's love of reading. In addition, policies should promote literacy as a shared responsibility between schools and families, with programs that equip parents as literacy role models from an early age.

INTRODUCTION

Learning to read is an essential skill that needs to be engaged by students in the 21st-century era. According to Hemas et al., (2023), learning to read is needed to achieve children's academic success. Because from reading, children can explore more about the world around them. Reading is a form of thought processing because it needs time and full concentration to understand the meaning of the text (Rahmanita et al., 2021). Reading can also be described as an activity which involves gathering information or a message presented in written form (Cahyani et al., 2022). This is the reason why reading is a complex activity that affects the individual, environment, and family, as it involves physical and mental aspects (Caliskan & Ulas, 2022). As a significant part of a child's social environment, family members considerably become an effective factor in developing comprehension skills. In the 21st century, reading

has become the most influential skill that students, especially children, need to engage.

In Indonesia, which is currently facing a literacy crisis, Literacy International's data reveals that reading skills play an important role in increasing student engagement in reading activities. Based on the PISA 2018 results, it was found that only 30% of students achieved at least Level 2 in reading skills. This means that students could understand the main idea of the long text, locate information with the help of clear and complex clues, and understand the purpose and structure of the text when given specific guidance. It was different from the result of PISA 2022 about literacy in Indonesia. Based on the PISA 2022 results regarding literacy in Indonesia, Indonesian students remain at the bottom of the international rankings, despite improving by five to six positions from PISA 2018. This is evident in Indonesia's reading average, which is expected to drop from 371 points in 2018 to 359 points in 2022. This data shows that the low literacy levels of Indonesian students are influenced by several factors, including students' reading and writing difficulties, low literacy in the home environment, and limited literacy resources available to children at home. The low literacy rate affects literacy, reading comprehension, and application, which are essential to student engagement (Brown, 2014). In Indonesian culture, where reading is not yet part of everyday life, low literacy levels are a major concern. This emphasizes the importance of cultivating reading habits early on to improve literacy and increase student engagement (Puspitasari et al., 2021).

Literacy is an ability that encompasses the skills of reading, thinking, and writing activities in order to understand information critically, creatively, and reflectively (Khofifah & Ramadan, 2021). Literacy helps students to comprehend various concepts, acquire insights about the world, and learn from their peers (Milala et al., 2024). Additionally, literacy can be developed early, laying the groundwork for lifelong learning and cognitive growth (Ferdiawan et al., 2021). The attractive literacy activities at an early age, such as reading stories together, interactive reading activities, and writing exercises, contribute to the children's cognitive and language development and foster a deeper understanding and engagement with their environment. These literacy activities support children in mastering reading skills early and help them develop better opportunities for future success (Suganda et al., 2023). Besides developing literacy skills from an early age, the home environment is essential and serves as the main factor in creating a supportive literacy atmosphere for children at home (Korosidou et al., 2020; Prawira et al., 2023). Literacy at home is essential to help children develop strong language and literacy skills through interaction with the reading and written materials around them (Bingham et al., 2017). Because, home is the first educational institution for children in which the parents and the surrounding environment play a role in educating their children, especially in their early years. Hence, parents' role in encouraging literacy activities at home strongly influences children's interest in literacy (Hume et al., 2015; Mulyani, 2022). Thus, the relationship between the home literacy environment and children's interest in literacy underscores the importance of active parental involvement in developing a love for literature from an early age. Parental involvement at home has positive effects towards children's early-age interest in literature (Kiyawa, 2019). Therefore, it becomes an essential aspect of education that influences student engagement and increases a child's academic success (Josuharyadi, et al., 2021). Moreover, active parental involvement significantly impacts their children's early literacy development as it involves parents' participation in their education and learning

experiences. By actively participating, parents can show their commitment to their children's education, foster the growth of reading skills, and boost their children's enthusiasm for reading (Solichah & Fardana, 2023). In sum, parental involvement plays an important role in developing children's literacy skills, starting with reading activities at home by creating literacy-rich environments, like reading corners and participating in activities at home. From the involvement, both school and homework positively impact children's academic achievement, language skills, reading interest, and classroom engagement. In the involvement of stories in children's English language literacy, parents need to build an effective perception to foster the main competencies of students, especially concerning learning resources and students' independence, that increase learning abilities.

In order to encourage their children's motivation in reading activities, parents depend on the perception of their engagement in teaching the English language at home (Chavez et al., 2023). Parental perception of their involvement relates to the hopes, goals, or desires which improve their children's reading comprehension through literacy knowledge acquisition (Yabo, 2022). Parental perceptions about their children's English learning, along with the availability of books and learning materials at home, have been shown to be connected to the development of children's language skills (Wang, 2015; Yabo, 2022). This indicates that parental perception and involvement in home reading activities are essential for enhancing children's language understanding and overall development (Yulianti et al., 2022). These practices include direct reading activities, such as reading stories together and employing reading strategies, as well as related skills like recognizing signs, playing rhyming games, and practicing writing (Boudreau, 2005; Reynolds & Werfel, 2019).

Parents who recognize the importance of their child's education tend to be more engaged in the learning process. On the other hand, parents who think that the responsibility for education lies entirely with the teacher are usually less involved. Building trust between teachers and parents can strengthen their commitment to working together. Frequent communication between parents and teachers helps to build trust and responsibility in their relationships. Additionally, parents who have an educational background often take a more active role in supporting their children's learning at home.

Parents play an important role in involving children in reading activities and giving their engagement to children. Engagement from parents to children will help parents to understand the complexity of children's experiences in reading activities. This is in line with the theory from Trowler (2010), which separates the concept of engagement into three elements such as 1) behavioral engagement, 2) emotional engagement, and 3) cognitive engagement. Behavioral engagement reflects parents' expectation of attending school events, participating in school activities, and demonstrating positive behavior towards their education. Emotional engagement refers to parents' affective reactions such as interest, or a sense of belonging toward their child's learning journey and school environment. Meanwhile, cognitive engagement involves a deeper investment in a child's education, where parents go beyond the basic requirements, and actively support and encourage their child's intellectual development and academic challenges. Additionally, based on the previous research, this research examines how parental involvement and perception shape children's English literacy experiences holistically. Moreover, to accelerate the development of children's literacy skills, parental

involvement through reading activities also provides opportunities for children to gain insight and understanding of cultures and societies in the world, improve their imagination and visualization skills, and gain new perspectives by comparing their ideas with those found in books (Palardy, 1997; Pratiwi, 2020). The use of storybooks, which combine text and pictures, can form a stronger mental model in children, allowing them to visualize narratives and better understand vocabulary (Ratminingsih & Budasi, 2020). In addition, providing diverse and engaging storybooks tailored to students' interests to develop their understanding of their environment (Febriyanti & Hidayat, 2023). The use of stories as a learning media at home has been shown to be effective in developing children's English language literacy, as supported by research exploring parental involvement in this process.

In short, parental involvement significantly enhances children's reading literacy skills by using stories to enhance reading achievement and language comprehension and fostering a positive attitude towards reading which are connected with six factors that influence parental involvement in children's academic success, such as parental academic expectations, support for the child's learning process, parent-child discussions about school matters, parental participation in school governance, joint parent-child reading, and parents' emphasis on the importance of education by parents. Therefore, researchers need to examine previous studies that connect with the significance of parental involvement and perception in developing children's English literacy skills using stories.

However, there is limited research explaining parental perception toward parental involvement on children's English literacy skills specifically because most of the previous research showed parental involvement focuses on parents' role rather than on English language influences. Several studies have examined some factors that influence children's interest in reading activities at home, such as selecting appropriate learning media for children like picture books or digital stories, environment support literacy, introducing reading habits from an early age, and the role of parents as mediators in cultivating children's literacy skills at home. Furthermore, active parental involvement in guiding and motivating their children plays a major role in forming consistent and meaningful reading habits (Kiyawa, 2019; Moorhouse & Beaumont, 2020; Mulyani, 2022; Wijaya et al., 2020). Some studies discovered that parental perceptions of their involvement in children's reading activities play a vital role in enhancing various aspects, such as reading comprehension, intrinsic and extrinsic motivation, enjoyment of reading, and attitudes toward reading. Additionally, parental enthusiasm and support for reading activities help to strengthen children's interests, fostering positive attitudes toward books and literacy. This conducive reading environment not only instils consistent reading habits but also fosters an appreciation for learning and literature that will continue to develop throughout the child's life (Caliskan & Ulas, 2022; Friedlander & Elliott, 2020; Kigobe et al., 2021; Kurnia et al., 2022). For instance, the study conducted with parents of kindergarten and elementary school students in Emirati shows that parents lack English competency in order to enhance their children's English language literacy, so to overcome these challenges, the parents integrated English into their children's daily activities through English books and comics, participating in informal English games, and seeking help from tutors (Murshidi et al., 2023). This previous research highlights that strong support from parents in involving children's

literacy at home influences positive parental perception in using stories and in developing children's English language literacy at home.

Furthermore, there is a need for further research, particularly in the context of parental perception toward parental involvement in children's English language literacy and academic success. This study seeks to address this gap by discovering the parental perception of their involvement in using stories as the media to enhance children's English language literacy at home in grades 4th, 5th, and 6th at primary school. Through a mixed method approach, the researchers aim to answer the following research question: "What is the parental perception of children's English language literacy by using stories?". In addition, this research aims to explore the parental perception of English language literacy among grades 4th,5th, and 6th students in primary schools through stories. It builds upon previous studies that have demonstrated strong support from parents in involving children's literacy at home, which influences positive parental perception in using stories. By gathering insights from participants actively and positively involved in children's reading activities at home, this study seeks to contribute to exploring the perception of parents' role in supporting children's reading environment at home and influencing children's English language skills. English books, digital tools, and interactive learning platforms, further exacerbates these challenges (Okkan & Aydın, 2020). These barriers contribute to difficulties in pronunciation, spelling, and confidence in using English.

METHOD
Design

This research study employs a mixed-method approach that combines both quantitative and qualitative analysis. The researchers used an explanatory sequential mixed-method design, employing questionnaires for quantitative data and interviews for qualitative insights. The quantitative aspect encompasses activities from data collection and analysis to interpreting and presenting research findings. Specific steps in survey and experimental methods include selecting samples and populations, determining the research design, and conducting data collection and analysis. Furthermore, the results must be presented and interpreted consistently according to the survey methodology (Huyler & McGill, 2019). Quantitative approaches enable researchers to gather data from many participants, which increases the ability to apply findings to a wider population. On the other hand, qualitative approaches provide deeper insights into the topic being studied and focus on the participants' perspectives. The researchers collected quantitative data by distributing a questionnaire to parents of students, which aimed to obtain an analysis of parental perceptions. Meanwhile, the qualitative method was used to analyze data obtained from interviews with parents, aiming to understand their perspective on how they contribute to their children's English language literacy development through storytelling activities at home.

Participants

This study selected parents with children in grades 4th, 5th, and 6th from two elementary schools in Buleleng Regency. The rationale behind choosing this specific grade level was to capture a more diverse range of parental perceptions, thus providing the researchers with a richer dataset for analysis. The selected schools serve as the research setting due to the presence

of students engaged in English language literacy. Based on the students' background, parents of students in these grades had been actively involved in storytelling in their children's literacy development since a young age. Before conducting the study, the researchers submitted a research permit letter to the principals a to provide approval before asking parents of students from the two schools as participants in this study. Considering parents' limited time filling out questionnaires and taking part in interviews due to their busy schedules, the researchers asked permission from the school principal as a representative for institutional permission as a first step to support the research being carried out. However, before starting the interview, the researches verbally explained to the parents about the purpose and procedures of the study before asking questions. This step was taken as a form of transparency to ensure that respondents understood the research context and felt comfortable participating. During this study, the parents of the students were interviewed about how they used stories at home to improve their children's literacy skills in English learning, as well as their perceptions of story-based learning, which improves students' literacy in English even though English is already taught in schools even for students from the lowest grades.

Additionally, in this research, which is a qualitative approach involving interview methods, 23 parents from two schools were willing to be interviewed. Before each interview session started, the researchers explained orally about the study's purpose, data usage, confidentiality, and the participants ' right to withdraw at any time. Then, the interview results were recorded and transcribed in detail to identify the involvement and perceptions of parents in literacy activities with children at home. This approach was designed to facilitate the acquisition of in-depth insights into parents' experiences and perceptions of the effectiveness of story-based learning in enhancing their children's English literacy.

Data Collection

The researchers designed an instrument based on theory from Trowler (2010) to assess parental perceptions regarding their involvement in storytelling activities at home in enhancing children's literacy. This theory is divided into three aspects, such as 1) behavioral engagement, 2) emotional engagement, and 3) cognitive engagement. The questionnaire explores parental perception of the impact of storytelling activities on children's reading and comprehension skills at home. The interview guide was developed to gather in-depth insights into parents' experiences supporting their children's English literacy skills development through storytelling activities at home. After compiling the instruments, the researchers attempted to identify and determine the parties with authority in the licensing process to conduct research activities in the selected schools.

Data Analysis

In this study, there were two forms of data analysis, such as quantitative and qualitative results. Quantitative data processing was conducted using descriptive statistical analysis. The results were derived from the theory by Candiasa (2010) to measure questionnaire results regarding parental perceptions. On the other hand, qualitative data was examined through interviews with parents to gain insights into their perception of using stories to enhance English literacy at home. These interviews are designed to delve deeply into parents' experiences and perspectives, employing questions that encourage more detailed responses about the role of

storytelling in English-language parenting. During the analysis phase, the interview data were coded through multiple transcript readings to identify parents' responses relevant to the research questions. After that, each participant's answers are grouped based on the corresponding questions, the themes derived from those questions, and divided into positive and negative responses from each question. Then, from the results of interviews, the researchers summarized the findings into a conclusion to provide insights into how parents perceive and engage in using stories for their children's English literacy development.

Table 1. Theoretical Ideal Reference Assessment Criteria

Score	Criteria
X ≤ Mi + 1.5Sdi	Very Positive
Mi + 0.5Sdi ≤ X < Mi + 1.5Sdi	Positive
Mi – 0.5Sdi ≤ X < Mi + 0.5Sdi	Moderate
Mi – 1.5Sdi ≤ X < Mi – 0.5Sdi	Negative
X < Mi – 1.5Sdi	Very Negative

FINDINGS AND DISCUSSIONS

This section presents the research findings, which include a descriptive statistical analysis of the questionnaire and insights from interviews regarding parental perceptions of using stories to enhance children's English language literacy at home. Then it is followed by a discussion that describes the research's results, which are connected with theory and other related research about this topic. Based on the results of data on the aspects of behavioral engagement, emotional engagement, and cognitive engagement from 124 parents, the results of the central tendency measured are as follows:
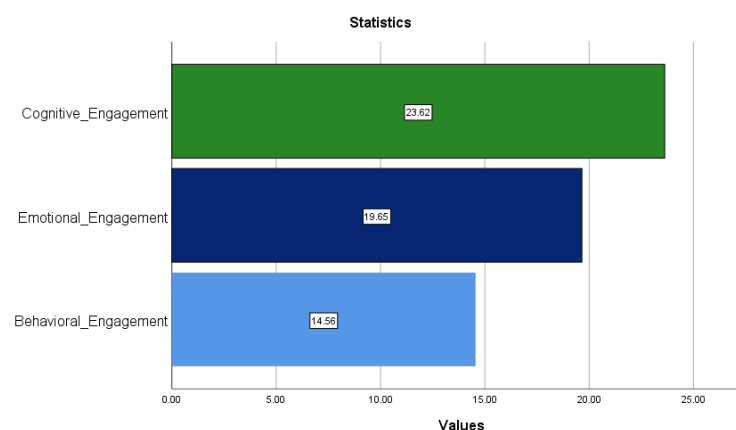
Table 2. Central Tendency Result of Parental Perception

	N	Mean	Median	Std. Deviation	Maximum	Minimum
Valid	124	56.59	57.00	10.20	80.00	16.00
Missing	0					

Based on these data, the Mean Ideal (Mi) and Standard Deviation Ideal (Sdi) can be calculated as follows:

Mi (Mean Ideal) = $\frac{1}{2}$ (Maximum + Minimum) =   Sdi= $\frac{1}{6}$ (Maximum Value + Minimum Value)

$\frac{1}{2}$ (80.00 + 16.00) = 48.00

$= \frac{1}{6}$ (80.00 – 16.00)

$= 10.66$

Figure 1. Bar Chart of Parental Perception Result

The central tendency data in Table 2 shows the mean score of parental perception, which is classified in the positive engagement category. This indicates that parents have a positive perception of their engagement in developing literacy activities, especially in English at home. However, parents have a very positive perception of their engagement in the cognitive engagement aspect and a positive perception in the emotional engagement aspect of children's reading activities at home. The findings and data analysis above revealed that parental perception regarding using stories in children's English literacy is classified in 66.13. This indicates that parental perception is classified as a positive category.

Additionally, the result of the interview to support the data questionnaire of parental perception using a person-to-person interview method of their children's English Literacy in three dimensions is presented in the Table 3 below.

Table 3. Interview Result of Parental Perception

Aspect of Parental Perception	Result of Interview
Behavioral Engagement	3rd Respondent: *'I think it is very important. Nowadays, children have started to recognize gadgets. So the habit of reading using this story can reduce children's addiction to using gadgets.'* 22th Respondent: *'At first, I bought my child picture story books and got him used to reading books. After that, I gave my child the freedom to choose his favourite books to read every day.'* 14th Respondent: 'Yes, I usually pay attention to the book's content. If the book contains sexual content, violence, or words that are not good enough to be read by the child, I will give advice and messages to the child regarding these matters so that the child does not easily imitate it in real life.'
Emotional Engagement	4th Respondent: '*Yes, usually when the child takes the book he likes I will ask about the content of the story such as, "What book are you reading? Let me know what book you're reading.* 13th Respondent: *'Since my children were still in the womb, I have often read books, so they seem to absorb the energy of books from an early age. In our upbringing, both my husband and I are writers and literacy community organizers. Children learn not only from us, but also from the literacy activities we do and the people who come to learn in our community. Children's interest arises from the literacy activities they see and participate in, both from us and from the community.'* 20th Respondent: *'I feel very satisfied because through story reading activities I can build bonding and good relationships with children as well as children can freely interact and express their opinions to me.*
Cognitive Engagement	6th Respondent: *'If the child has difficulty in understanding the story, I will ask where the difficulty lies. It may lie in vocabulary or the use of more complex language, because the language in children's stories is different from the language in higher-level stories. The language used is different, including in terms of usage and structure.'* 15th Respondent: *'Yes, I always give full support to my children in the form of support, reading facilities that are very adequate because I reflect on my previous experience who had an interest in reading but was hindered by the availability of books.'* 13th Respondent: '*It is important because I think that through the books that children read, they become aware and can relate the stories they read to other things in the surrounding environment. Literacy is not only*

about the ability to read and write, but also about being able to participate and contribute their ideas and insights to the society.'

1) Behavioral Engagement

Regarding each aspect that needs to be measured in parental perception, the first aspect is behavioral engagement. Behavioral engagement includes parents' attendance, and involvement, which aims to demonstrate positive behavior towards children's education. The questionnaire's result revealed that 41.1% of parents showed positive engagement in developing their children's literacy, especially through their children's behavioral reading skills. Meanwhile, the average score on the behavioral involvement aspect is 13.226, indicating that most parents have a good perception of their engagement in supporting children's literacy, especially regarding reading skills at home. This can be seen in the results of interviews with parents, which show that most of the parents have positive perceptions of their behavioral engagement and use storytelling to improve children's literacy, reduce gadget addiction, encourage the development of critical thinking, expand imagination, and increase awareness of cultural values. While parents with negative perceptions tend to believe that children should independently manage their reading activities with minimal follow-up or discussion, indicating varying levels of parental involvement and its impact on children's literacy development. Moreover, parents who always encourage their children to read literature early by utilizing reading books can enhance children's reading ability, critical thinking, and self-improvement (Kiyawa, 2019). Children who get literacy at home from their parents tend to be more motivated, actively involved in the lessons, and have a more positive attitude toward the culture of the 'other' country (Korosidou et al., 2020). It helps them gain more advanced vocabulary and language skills, begin to learn to read, and develop important early literacy skills (Dore et al., 2018).

2) Emotional Engagement

Close to the behavioral aspect, the second aspect, which focuses on belonging toward their child's learning journey and school environment, has an affective reaction such as sense, interest, and enjoyment, is called emotional engagement. The result of this aspect found that 33.1% of parents had a positive perception of their emotional engagement, reflected in their active and enthusiastic attitude toward their child's education. The average score on the emotional involvement aspect was 19.6532, indicating that most parents felt quite positive about showing interest in their children's learning, participating in educational activities, and building good relationships with teachers and other parents. The result of the questionnaire above is also supported by the result of an interview, which shows that most parents show strong interest and satisfaction in their children's reading activities by actively participating by asking questions, encouraging story retelling, and providing diverse reading materials. The parents value the quality time and closer relationships these activities foster while also seeing it as a way to reduce gadget use. Early literacy development is pivotal in students' social and emotional development (Gamage, 2024). Engaging with literature from an early age helps children to understand and navigate the complexities of children's emotions and interactions with the social environment. Parents who actively and responsive participate in children's show a positive relationship in the family (Purnama et al., 2022). Moreover, through storytelling and shared reading activities, parents introduce children to a wide range of emotions, which cultivate emotional intelligence and feelings of empathy. Because, literature serves as a mirror

of various social situations, enabling children to reflect on their own experiences and learn from other's perspectives (Gamage, 2024).

3) Cognitive Engagement

After discussing behavioral engagement and emotional engagement, the last aspect of the parental perception dimension is cognitive engagement, which focuses on the parents' role in actively supporting and encouraging their child's intellectual development and academic challenges. The questionnaire's result showed that 50.7% of parents have a very positive perception of cognitive engagement at home or at school. While the mean score for the cognitive engagement dimension was 23.6210, indicating that parents play an important role in encouraging their child's academic development, creating a supportive environment for learning, and celebrating their child's achievements. This is supported by the result of interviews when parents with very positive perceptions adopt systematic approaches to monitor and enhance their children's vocabulary and comprehension, using summarization, questioning, and resources like dictionaries or the internet, which also emphasize moral values in stories and connecting them to real-life experiences to support character-building. Children's literacy at an early age at home has a direct impact on children's academic achievement at school (Gamage, 2024). Moreover, it can help children achieve learning objectives like discussing figurative language, critical thinking, active participation, and raising awareness of life (Kiyawa, 2019). Several factors play a crucial role in fostering children's academic success. In order to reach children's academic expectations, parents set the tone for children's attitude toward the learning process. Then, the parent's role is to support the child's learning process, including assistance with homework and providing resources for children's academic challenges. Parent-child discussions about school matters further reinforce the importance of education and encourage the communication of academic experiences. Parental participation in school governance, such as attending meetings and being involved in decision-making processes, shows a commitment to the child's educational environment. Joint parent-child reading activities enhance children's literacy skills and strengthen the bonding between parent and child (Murshidi et al., 2023). Furthermore, the parents' emphasis on the importance of education instils a lifelong appreciation, motivating children to excel academically. These factors create a supportive and enriching home environment that develops children's academic success.

CONCLUSION

The data on parental perception shows variation resulting from a questionnaire and interview used to investigate parental perceptions of children's English language literacy among grades 4th, 5th, and 6th students at two schools in Buleleng regency using three aspects such as behavioral engagement, emotional engagement, and cognitive engagement. Among those aspects, cognitive engagement has a very positive perception, indicating that parents emphasize moral values in stories connecting to real-life experiences to introduce character-building to students. Meanwhile, behavioral and emotional engagement results indicate that parents positively engage children's literacy at home.

The results of these three aspects indicate a discrepancy between parental perceptions of their cognitive engagement and their behavioral and emotional engagement in children's literacy activities at home. Parents with very positive cognitive engagement tend to have high

expectations for their children's academic achievement. However, this is not balanced with their positive perception in behavioral and emotional engagement of their contribution as the role of model love of reading, which encourages children to be on time for reading stories and provides a supporting literacy environment which indicates that although parents have very positive perception toward cognitive engagement of their children's academic success, they have not been able to be good reading models at home. This can be caused by several factors, such as a lack of parental competency, busy working parents, or a home environment that does not support literacy. For example, parents with low involvement in providing literacy stimulation will create an environment that is not optimal for children's literacy development (Fatmawati et al., 2022). Besides that, busy working parents can also hinder their ability to provide adequate reading facilities at home (Wijaya et al., 2020). Thus, to create an effective balance between behavioral and emotional engagement aspects with cognitive engagement, parents need to realize the importance of being role models in reading habits by showing real examples of the high expectations they set to support and strengthen children's literacy development more optimally.

Based on the findings in this study, there is a recommendation for parents regarding using stories as a media to involve children's English language literacy at home. Parents should create a supportive and interesting reading environment at home by routinely reading stories, discussing stories that have been read, and encouraging children to tell stories. These activities, such as reading together, discussing stories, and retelling stories at home, can effectively enrich students' literacy experiences and strengthen their understanding of the stories, reading, and writing skills. One effective strategy that parents can use to involve children's literacy at home is a bedtime stories activity using English stories. Although a parent may have a busy schedule, they can still strengthen emotional bonds with their children by reading stories together during this activity. Even though parents are busy all day, children feel loved and cared for. Moreover, the role of educators also needs to support not only students but also parents in order to balance their high expectations with their role as models of love reading. Furthermore, the government's role is very important in providing literacy programs that are useful for training parents to become literacy role models for their children. Apart from that, government regulations are needed that make reading habits a shared responsibility, not only for teachers and schools but also for parents at home, so that every parent plays an active role in developing their children's literacy from an early age.

Despite the valuable findings, this study has some limitations that must be acknowledged, such as the limited sample size used in this study, which only used samples from two elementary schools in Buleleng Regency, which may limit the generalizability of the findings to other areas with different socioeconomic and educational backgrounds. In addition, this study mainly focused on parents' perceptions of cognitive, behavioral, and emotional engagement, without exploring external factors that may influence their involvement and perception, such as socioeconomic status, parental education level, or access to literacy resources. By addressing these limitations, this study suggests that more research be conducted to explore more deeply the relationship between parental involvement and their perceptions of children's English literacy development using stories at home. Other researchers may consider using different research designs and expanding the sample size to ensure the findings of this

study. Additionally, this study also suggests to explore the long-term impact of parental involvement on children's literacy to provide more comprehensive insights for educators, parents, and policymakers.

In conclusion, the results from this study among of these three aspects indicate a discrepancy between parental perceptions of their cognitive engagement and their behavioral and emotional engagement in children's literacy activities at home. Parents with very positive cognitive engagement have high academic expectations but lack balanced behavioral and emotional engagement as reading role models, often due to limited competency, busy schedules, or an unsupportive home environment, which highlights the need for effective strategies to boost literacy and strengthen emotional bonds. Therefore, this study recommends further research on the relationship between parental involvement and children's English literacy using stories, with varied designs, larger samples, and a focus on long-term impacts to offer deeper insights for educators, parents, and policymakers. In addition, longitudinal studies can also provide deeper insights into the long-term impact of parental involvement and their perceptions of children's English literacy development using stories at home. By understanding these dynamics more comprehensively, the findings of this study can be the basis for more effective family-based literacy development policies and programs, thereby improving the quality of children's literacy education sustainably.

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