# A Comparative Study of Family Literacy Practices in Middle-Upper and Lower Socio-Economic Households in Cirebon, Indonesia

Muhsiyana Nurul Aisyiyah[1*], Ivo Dinasta Yanuar[2]

[1,2,] Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Cirebon

**ABSTRAK:** Keluarga merupakan lingkup terkecil tetapi memiliki dampak yang besar terhadap perkembangan literasi seseorang. Penelitian ini bertujuan untuk menggambarkan praktik literasi keluarga yang berasal dari dua kategori SES yang berbeda, yaitu SES menengah atas dan SES bawah. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan melakukan wawancara semiterstruktur. Hasil penelitian menunjukkan bahwa terdapat perbedaan pola praktik literasi pada keluarga dengan SES menengah atas dan SES bawah. Keluarga dengan SES menengah atas menyediakan berbagai buku bacaan yang dapat menarik minat baca anak, sedangkan keluarga dengan SES bawah memiliki keterbatasan dalam menyediakan buku bacaan. Kegiatan literasi pada kedua kategori tersebut juga cukup berbeda. Orang tua dengan kategori SES menengah atas cenderung mengutamakan interaksi, pemaknaan, nilai, dan budaya membaca melalui kegiatan bercerita dan kebiasaan membaca bersama. Sementara itu, orang tua dengan SES bawah cenderung mengutamakan literasi formal seperti pengenalan huruf, pengajaran ejaan, dan angka. Lebih jauh, pada keluarga dengan latar belakang SES menengah-atas, baik ayah maupun ibu terlibat aktif dalam kegiatan literasi di rumah. Sementara itu, pada keluarga dengan latar belakang SES rendah, ditemukan kesenjangan dalam keterlibatan orang tua dalam praktik literasi keluarga. Ibu mengambil peran lebih besar daripada ayah dalam memberikan pengalaman literasi kepada anak-anaknya.

**Kata Kunci:** Literasi, Praktik Literasi Keluarga, Membaca, Menulis.

**ABSTRACT**: Family is the smallest scope but has a huge impact on a person's literacy development. This research aims to potray the literacy practices of families who come from two different SES categories, middle-upper SES and lower SES. This research used a qualitative descriptive research design. Data was collected by conducting semistructured interviews. The research results show that there are different patterns between literacy practices in families with -middle-upper SES and lower SES. Families from middle-upper SES provide a variety of reading books that can attract children's interest in reading, while families with lower SES have limitations in providing books. The literacy activities in the two categories are also quite different. Parents in the middle-upper SES category tend to prioritize interaction, meaning

*Corresponding author.
E-mail address:* muhsiyana.na@syekhnurjati.ac.id

making, values, and reading culture through storytelling and shared reading habits. Meanwhile, parents from lower SES tend to prioritize formal literacy such as introducing letters, teaching spelling, and numbers. Furthermore, in families with middle-upper SES background, both fathers and mothers are actively involved in home literacy activities. Meanwhile, Meanwhile, in families with lower SES backgrounds, gaps in parental involvement in family literacy practices were found. Mothers take a greater role than fathers in providing children's literacy experiences.

*Keywords: Literacy, Family Literacy Practices, Reading, Writing.*

## A. INTRODUCTION

Industrial Revolution 4.0 brings rapid and massive technological developments such as artificial intelligence (AI), the Internet of Things, big data, and the Internet of Services (IoS). This rapid and massive technological development also has an impact on various aspects of people's lives (Oztemel & Gursev, 2020), one of which is changing the way people access information. Before digital technology and internet access were massively available to the public, people got access to information from print media such as newspapers, magazines and books. The only digital technologies that provide information are radio and television. Now, entering the 10th year since the concept of the Industrial Revolution 4.0 was launched, people are spoiled with more diverse digital technology to access information, for example through videos and animations available on various online platforms which are easily accessed via personal devices such as laptops or smartphones. This change in access to information can have an impact on reading and writing literacy practices in various environments.

In the Indonesian context, the government has launched a literacy program called the National Literacy Movement (GLN). GLN aims to foster and develop a culture of literacy in the family, school and community as a form of lifelong learning to improve. the quality of life (GLN Guide, 2017). GLN started with the Family Literacy Movement (GLK), School Literacy Movement (GLS), and Community Literacy Movement (GLM). Even though GLN has been initiated, Indonesia still has a low position (ranked 74th out of 79 countries) in terms of reading ability in the Program for International Student Assessment (PISA) in 2018. Therefore, it is necessary to conduct studies related to implementation and factors, which influences the success of the literacy movement in various scopes.

Many studies have been conducted discussing the School Literacy Movement (Magdalena et al., 2019; Maryani & Maryam, 2017; Mas et al., 2019; Widayoko et al., 2018). However, in the Indonesian context, there are still relatively few studies that discuss literacy practices in the family environment despite its urgency.

Family is the smallest environment for literacy practices but has a big influence on children's literacy development (Pezoa et al., 2019; Saracho, 2017; Sonnenschein et al., 2010). Literacy activities must begin as early as possible in the form of interactions between children and adults (parents or caregivers) (Rogoff in Sandy et al., 2020). Various studies conclude that children who get a lot of exposure to books at an early age tend to have a great passion for reading when they can read on their own (Senechal, 2006; and Merga & Ledger, 2018). Therefore, reading activities should be started early and grow into a long-life habit.

The home literacy environment is considered to have many aspects with interrelated dimensions, both tangible and intangible such as socio-demographic characteristics, language and literacy behavior, availability of literacy materials, parental beliefs, cultural values, as well as parental attitudes (Foster et al., 2005; Payne et al., 1994). Although there is no universal definition of the family literacy environment, broadly speaking family literacy can be considered as the quality and quantity of language used (interaction) between parents and children as well as literacy activities at home (Burgess, 2011; Foster et al., 2005; Payne et al., 1994). In a family environment that has a high level of literacy, children will have the experience of: 1) being read to, 2) seeing other people in the house reading; 3) facilitated reading and writing activities at home; and 4) encouraged to discuss matters of varying complexity (Davis et al., 2016). Along this line, Teale dan Sulzby in Sandy et al., (2020) also categorized home literacy practices into four categories: (1) informal reading which refers to the interaction between parents and children in book reading that focuses on meaning making; (2) formal reading which refers to the interaction between parents and children in learning letters and how to spell; (3) formal writing which refers to the interaction between parents and children in learning how to write; and (4) parents' literacy activities at home in which children observe how their parents conduct literacy activities at home such as reading or writing.

Children's literacy level will influence employment opportunities in the future and ultimately affect their level of Socio-Economic Status. SES and literacy are closely related to education and career opportunities, where careers with higher incomes often require higher education, which in turn requires higher levels of literacy.

Socioeconomic Status (SES) is one of the predictors of a child's successful literacy development. Social Economic Status which includes parents' education level, parents' profession, and parents' income can influence children's literacy development (Muhamad et al., 2021; Thompson et al., 2019; Neumann, 2016 Farver et al., 2006; Kluczniok et al. , 2013; Korat, 2009). Several studies state that children from low SES backgrounds tend to have lower

literacy levels than their peers with higher SES (Neumann, 2016; and Buckingham, Beaman, & Wheldall, 2013).

SES is considered to influence aspects that are important for children's literacy development, such as the role of parents in providing literacy activities at home, parents' perspectives on literacy, and parents' literacy experiences (Sukhram & Hsu, 2012).

Parents who have high SES are assumed to have a high level of literacy. They are able to provide interesting reading books for their children. However, literacy activities at home do not only consist of providing reading books. Parents must be actively involved in various literacy activities such as reading books to children before bedtime (bedtime stories), story telling, or becoming role models by doing liteacy activities themselves at home. Parents with a high level of literacy are assumed to feel comfortable involving themselves in literacy activities at home. This research aims to potray the literacy practices of families who come from two different SES categories, middle-upper SES and lower SES in Indonseian context.

## B. RESEARCH METHODE

Penelitian ini menggunakan metode penelitian kualitatif dengan melakukan wawancara mendalam pada buruh perempuan yang masih aktif bekerja dan buruh yang pernah bekerja di PT. X. Wawancara dilakukan dengan menyembunyikan identitas masing-masing. Namun untuk mempermudah, penelitian ini menggunakan istilah Informan 1 dan seterusnya. Selain wawancara mendalam, data diperoleh melalui observasi dan studi Pustaka yang terkait dengan topik penelitian ini.

Hasil analisis data yang disajikan dalam bentuk alinea atau paragraf yang terstuktur dan koheren agar informasi dapat tersampaikan secara jelas dan akurat kepada pembaca. Penyajian ini memudahkan pembaca untuk memahami kondisi sebenarnya yang dialami oleh buruh perempuan di perusahaan PT. X, Brebes. Khususnya terkait bentuk eksploitasi yang mereka alami, seperti upah yang lembur yang tidak sesuai regulasi, jam kerja yang berlebihan, ketimpangan fasilitas kerja antar shift, jaminan BPJS yang tidak merata, status kerja yang tidak pasti sehingga buruh rentan mengalami pemutusan hubungan kerja secara sepihak, dan kekersan simbolik melalui perkataan kasar yang mengintimidasi.

This research used qualitative research method. Qualitative research is research in natural settings that explores experience-as-lived and in everyday life. The goal of qualitative research is to produce rich descriptions and in-depth understanding of phenomena of interest, such as people's cultural or lived experiences naturally (Magilvy & Thomas, 2009). In

qualitative research, the researcher is the research instrument, meaning that data is generated by asking questions through personal interviews or focus group discussions, observations, field notes, or participating in an event and reflecting on that participation. Questions are usually open-ended, and the researcher tries to acknowledge, then set aside, preconceived ideas about the answer to the question. Qualitative research usually takes the form of text data, narratives, and stories told by people about their experiences recorded digitally, on tape, on film, or in photographs, or in notes taken by the researcher. The data is then examined descriptively, paying attention to similarities and differences in data, categories, patterns and themes which are then explained and interpreted to provide a rich description of the experiences lived. Qualitative research is contextual and interpretive, emphasizing development processes or patterns, not research products or results (Nassaji, 2020). This qualitative research consists of data collection, analysis, and interpretation of rich narratives, including visual data, to gain insight into a unique, special, and interesting phenomenon. The researcher becomes the key person in the research process (Sugiyono, 2007).

The design of this research is descriptive qualitative. Research design shows the overall research process starting from the formulation of research problems, data collection, analysis, interpretation of findings and dissemination of findings (Magilvy & Thomas, 2009). A qualitative descriptive research design is a design that upholds the philosophy and tradition of a qualitative approach, and is influenced by qualitative research designs such as phenomology, grounded theory, narrative inquiry, case study and ethnography, but with a narrower scope (in terms of problems, same size, collection, analysis, and interpretation of data) to enable a clear picture of a particular phenomenon or experience from the perspective of the child or family experiencing it (Magilvy & Thomas, 2009). Through a qualitative descriptive research design, the research team explored in depth the perceptions and behavior of parents regarding what they believe and do to provide literacy experiences for their children. Different socio-economic groups may engage in literacy practices differently due to different cultural, economic, or social factors. Qualitative methods allow for the exploration of diverse perspectives within and across socio-economic categories.

The participants of this research were selected using a purposive sampling technique to represent diverse socio-economic backgrounds. Participants were recruited from a variety of communities, spanning different socioeconomic statuses, to gain a variety of experiences and perspectives. The criteria for selecting participants are: (1) families with parents from the millennial generation or generation Z; (2) Cirebon residence; and (3) have children aged 3-12

years (early childhood to elementary school age). After conducting the purposive sampling technique, the researcher selected 4 families from upper middle social economic status and 4 families from lower social economic status as participants.

Table 1. Participants' Professions

| Participants (Pseudoname) | Profession/ Education | Spouse's Profession/ Education |
| --- | --- | --- |
| Bu Ira | Lecturer/ master's degree | Lecturer/ master's degree |
| Pak Bani | Lecturer/ master's degree | Lecturer/ master's degree |
| Pak Dari | School Cleaning Service/ senior high school | Stay-at-home Mother/ senior high school |
| Bu Wiwi | Businesswoman/ bachelor's degree | Businessman/ bachelor's degree |
| Pak Hedi | Cleaning Service/ junior high school | Stay-at-home Mother/ senior high school |
| Bu Ari | Businesswoman/ bachelor's degree | Single parent |
| Bu Puri | Housekeeper/ junior high school | Fisherman/ elementary school |
| Bu Devi | Housekeeper/ senior high schoo | Labourer/ junior high school |

The researcher conducted a one-on one semi structured interview with each participant. The interview focused on finding out four indicators: (1) informal reading which refers to the interaction between parents and children in book reading that focuses on meaning making, (2) formal reading which refers to the interaction between parents and children in learning letters and how to spell, (3) formal writing which refers to the interaction between parents and children in learning how to write, and (4) parents' literacy activities at home in which children observe how their parents conduct literacy activities at home such as reading books or writing something (Teale dan Sulzby dalam Sandy et al., 2020).

The audio recordings of all interviews were transcribed verbatim. To guarantee the precision of the data and interpretations, participant member checks were implemented, which enabled the participants to examine and verify their interview transcripts and the researcher's initial interpretations. The transcriptions were then analyzed trough data reduction, data display, and conclusion drawing (Miles, Huberman, dan Saldaña, 2014). To guarantee credibility, investigator triangulation was implemented, which involved two researchers independently coding the data and subsequently contrasting their analyses to establish a consensus.

## C. FINDINGS AND DISCUSSIONS

### 1. Findings

In an effort to photograph the literacy practices carried out by families with middleupper SES and low SES backgrounds, this research tries to explore information

related to the experiences of the sources and their beliefs about literacy through semi-structured interview techniques. Interviews were conducted to explore the following 4 indicators: informal reading, formal reading, formal reading, and parents' literacy activities. Interviews were conducted with eight (8) participantts. Four (4) participants represent middle to upper SES and four (4) people represent lower SES. The table below is a summary of the results of the interviews conducted.

a. Informal Reading

All participants in the Middle and Upper Economic Status category engage their children in storytelling and book reading. Mrs. Ilma said that *"Storytelling is what we like to do, usually before going to bed or in the room with the four of us, we tell all kinds of stories (MA2)."* Based on Mrs. Ilma's account, storytelling is done before bed. The purpose of telling various stories is to keep children engaged and prevent boredom. All family members participate in this literacy activity. Mrs. Ilma and her husband typically serve as storytellers. The children then actively suggest what kind of stories they want to hear. The older brother usually suggests animal stories such as those of rabbits and other fables. This open process makes it possible for children to develop imagination, creativity, as well as "agency" and ownership of the story they hear. Children are actively involved in the storytelling process, not just as passive listeners.

Another participant also has a habit of engaging their children in storytelling. Mr Bani said that *"Yes, we do storytelling and read story books. The stories are sometimes in English and sometimes in Indonesian. Well, there is no fixed time for storytelling or book reading, because we adapt to the children's mood, so we don't force it too much (MA3)."* In Mr. Bani's family, the children were nurtured to love books from an early age. Reading story books is not limited to books in the Indonesian language but they read books in English too. This has the potential to encourage mastery of a foreign language. Another point worth noting is that Mr. Bani and his wife do not force their children to read stories in a fixed schedule. This is due to the children's changing mood. If reading stories is forced, it will not be effective. For this reason, Mr. Bani and his wife emphasize storytelling activities at the right time to avoid situations where children feel distressed. Parents prioritize children's comfort and preferences in literacy activities. This is considered important to avoid imposing rigid routines and provide flexibility based on the child's current interests and emotional state.

Parents in the lower SES category said that they did storytelling and book reading with their children but rarely. Mrs. Devi, a research participant from lower SES said that *"I rarely read stories to my children. I bought a book about kings and read tales of kings for my children (SB1)."* Although rarely, Mrs. Devi, a mother from the lower SES, tried to provide books and read the booksto r her children. A male participant from lower SES, Mr. Dery said that, *"I do not read stories to my child. My wife does. I have a side job working at the Kalitanjung market. If I have time, I ask my child to do some cleaning stuff together. My wife tells folktales like Si Kancil to my child (SB3)."* Another male participant from lower SES, Mr. Hedi also said similar experience, *"I do not read books to my children. If I have time, we will joke around and have fun (SB4)."* The participants who take role of father, shared that they do not engage in storytelling or book reading with their children due to their busy schedule. They often have to take a side job. Book reading and storytelling are usually handled by the mothers. Interestingly, Mr. Dery tried to bond with his child primarily through shared cleaning chores. Meanwhile, Mr. Hedi stated that he used jokes and playfulness to bond with his children.

b. Formal Reading

Parents from both SES categories showed different perspectives towards teaching their children letters and how to read formally before shool age. Mrs. Ilma from middle-upper SES said, *"Actually, I've never taught my children to memorize ABC and 123 before school, but I don't know, he might catch from the surroundings. My first child could memorize his own numbers, his own alphabet, and he even could count before going to school (SM5)."* It shows that Mrs. Ilma does not introduce letters and numbers to her children. She believes that children will naturally learn how to read upon entering schools. However, her children seem to pick up letters and numbers by observing their surroundings. This might be because both Mrs. Ilma and her husband are both lecturers, so they often read books or type something on their laptop. Once her child started kindergarten, Mrs. Ilma shared that her children requested help with learning to read letters and numbers.

Parents in the lower SES category consider learning to read before entering school to be important. Mrs. Devi said, *"I teach my chidren letters. The grandmother too (SB5)."* Another particpant, Mrs. Puri said, *"Before entering kindergarten, I provide letter posters and number posters (SB6)."* Meanwhile, Mr. Dary also expressed the same thing, *"We also have our walls covered with abcd and number posters. My son is so motivated to learn how to read (SB7)."* Based on the interview, parents in this category think that learning to recognize letters and learning

to read is important before their children enter school. For example, Mrs. Devi said that she taught her child how to read. The grandmother also plays a role in assisting Mrs. Devi's children in learning to read. Mrs. Puri put posters of letters and numbers before her children going to kindergarten. Mr. Dary expressed the same thing. Furthermore, Mr. Dary said that his son had a strong motivation to learn to read and was guided by his mother.

c. Formal Writing

Teaching and learning how to write is another form of parent and children's literacy interaction. Mrs. Ilma from middle-upper SES said, *"I thoght my son how to write his own name before he went to school because he wanted to know. So, he could write his own name although he couldn't read (SM9)."* Mr. Bani also expressed the same thing that teaching writing started when his child asked to be taught, *"he wants to learn how to write his name. His name is Langit but he did not know all the letters in his name so he ask me to teach him (SM10)."* Both parents shared that their children got curious on how to write their own names.

d. Parent's Home Literacy Activities

Parental literacy practices at home are one of the factors supporting children's literacy skills. Parents are the first role models for children to increase their love of reading. By seeing their parents reading or writing, children will see it as a fun activity so they will be motivated to do the same. Mrs. Ilma, a parent from middle upper SES stated that, *"I don't do much reading at home, I rarely open my laptop or book at home. Maybe because I am a mother of two, I don't think I have time to open a book. It is easier for my husband to read a book or work with his laptop at home. But we do have a lot of books at home for me and my husband and also books for my children. My husband often read books or journal articles at home (SM13)."* Mrs. Ilma explained that it was easier for her husband to open the laptop at home than for her, who was often disturbed by her children. Mr. Bani as the second resource person also said that his children often see him reading through his laptop or tablet at home.

Parents in the lower SES category rarely perform any literacy activities at home. Mrs. Devi said, *"My husband and I rarely read books or write at home. If we read something, we read it from my smartphone (SB13)."* The similar thing is also conveyed by Mrs. Puri who said, *"I rarely read books only reciting Qur'an (SB14)."* Mr. Dary and Mr. Hedi also shared the same thing. They only read something through their smartphones. If they write something, it will be when

they are texting through chat applications. This finding suggests that children from lower SES category rarely see their parents reading books. Access to information is no longer through print media, but rather through digital media such as cellphones.

## 2. Discussion

Parents should aslo provide a home environment that can support children's literacy development. Reese, et al (2010) say that parents have an important role in the development of early childhood literacy. However, not all parents are able to carry out literacy activities at home which causes children's literacy levels to differ from one another. This research was conducted by correlating parents' economic background with the level of literacy activities at home. The results of this research show that parents who are in the middle to upper economic level have a higher level of literacy activities at home. This result is the same as the research by Korat, et al (2007) which found that families at the lower socio-economic level had low literacy activities at home. In addition, they found that mothers who were at a high SES level interacted more with their children in reading books together than mothers from the lower SES level.

Guo et al. (2021) said that literacy practices at home refer to literacy activities like reading books with children, reading letters or alphabet, and writing-related tasks such as writing names and words. Literacy development is considered essential to the development of a child's cognitive abilities. Respondents from high SES level in this study practice shared reading, storytelling, and interactive reading more than their peers from the lower SES level.

Introducing books at an early age is seen as a golden opportunity for parents, as children are in very rapid growth and have not yet been influenced by the outside world. Meilasari & Diana (2022) say that the family environment is a very fundamental factor in shaping a child's character, personality and intelligence. Along this line, a research participant in this study said that literacy activities, especially book reading or storytelling, are primarily aimed at nurturing values to children found in books or tales. This allows children to learn a lesson in an imaginative way and have ideas of the consequences of some actions depicted in books or tales.

Niklas et al (2016) argue that the way parents are involved in family literacy practices can improve children's literacy and numeracy development, including children's behavior and cognition. In other words, children who have high literacy will also have good social behavior. Fahmi et al. (2020) said that literacy skills in children can influence children's

social and mental changes. Buvaneswari and Padakannaya (2017) also explained that parental care related to literacy practices at home can have an impact on a child's reading ability and lifelong interest in reading. Children's interest in reading is a very important factor in children's intellectual and creative development. Parents from middle upper SES in this study seems to notice these facts and put more effort into providing home literacy experiences to their children.

Furthermore, in the present study, parents from middle-upper SES level could provide facilities such as various reading books, writing utensils, paper, etc. as support for their children's reading and writing activities. Families with middle-upper SES provide a variety of reading books that can attract children's interest in reading, while families with lower SES have limitations in providing reading books. The pattern found from this research regarding the availability of books in correlation with the SES level is also confirmed by various previous studies. The availability of books at home and other learning resources at home is closely related to SES which is determined by parental occupation, parental education, or family income (Heppt et al., 2022; Baydar & Akcinar, 2015). The availability of books at home is part of the family's cultural resources and has the potential to stimulate learning at home (Mullis et al., 2012). The availability of books at home is also seen as more important than other literacy activities at home such as reading books together, reading poetry together, or singing together (Martin & Mullis, 2013). This is because the availability of books at home can foster students' reading motivation and interest in literacy (McElvany et al., 2009) and forms an important basis for stimulating learning interactions between parents and children. In particular, they can be an incentive to engage in shared book reading, storytelling, talking about reading experiences, and further home literacy activities (Burgess et al., 2002; Eriksson et al., 2021; Grolig et al., 2019; Gustafsson et al. , 2011).

Hermawati and Sugito (2022) stated that the literacy environment must be created as comfortable as possible by parents so that children are happy and interested in reading and writing activities. They also said that literacy facilities such as reading books and adequate reading rooms support every literacy practice activity in the home environment. In line with this, Rozi (2020) said that literacy facilities increase children's motivation to learn. In other words, the more complete the literacy facilities provided by parents, the more motivated children will be in learning, which will automatically improve their literacy skills. Apart from that, the facilities provided must also be easily accessible to children. This finding is in line with the findings of Farver, et al (2013) who examined literacy practices in

children at home by linking family income. They found that literacy in families with upper SES had a high level of literacy because they were able to provide quality reading materials.

Interviewees from high SES families revealed that they preferred to buy hardbooks for their children because of their unique, age-appropriate shape and to prevent the negative effects of screen use on their children's eye health. Jeong (2012) explained that children who spend a lot of time in front of screens will be at risk to their eye health. Reich, et al (2016) also argue that the use of e-books or multimedia will interfere with children understanding the content of the story, including the theme of the story. They also explained that children preferred traditional reading books and enjoyed them. On the other hand, families with lower SES level do not provide various reading resources. Meilasari & Diana (2022) said that the lack of book facilities due to the high price of books and lack of parental guidance is an obstacle to children's literacy culture.

This study also found that parents, especially fathers, from the lower SES level felt that they do not have time to engage in literacy activities with their children. They are busy looking for additional living expenses. This is in line with the findings of Mascarenhas et al (2017) who said that limited time for reading activities with children at home can be influenced by parents' work patterns. Van Steensel (2006) also said that lower SES families rarely interact with their children because they have more than one job and also lack reading facilities at home. The lack of literacy practices in the family with lower SES in this study might also be caused by the parents' education levels. Hofslundsengen et al (2019) said that parents' literacy activities are also reflected in the parents' level of education.

In families with middle-upper SES backgrounds, there is an equal role for parents in providing literacy experiences for children. Both fathers and mothers are actively involved in storytelling activities and reading to their children on a variety of topics. This balanced involvement may have a positive impact on children's literacy development. Meanwhile, in families with lower SES backgrounds, gaps in parental involvement in family literacy practices were found. Mothers take a greater role than fathers in providing children's literacy experiences at home. This happened due to the father's limited time due to his busy work schedule. Fathers in lower SES categories often have side jobs to meet family needs. This provides a disadvantage for children in low SES because there are slight differences in the language used by fathers and mothers (Rowe et al., 2004; Tamis-LeMonda et al., 2012; Pancsofar & Vernon-Feagans, 2010). Mothers use more familiar and calming words for children.

Language input from a mother influences the development of a person's vocabulary and literacy (Reynolds et al., 2019). On the other hand, fathers use more diverse words which help expand children's vocabulary. Rowe, Coker, and Pan (2004) corroborate these findings by showing that fathers use more complex language that requires children to work harder cognitively. Dad is a more challenging conversation partner; Talking to fathers gives children experience about talking in real contexts outside the family sphere (Gleason in Reynolds et al., 2019). Father's language with children also differs from mother's language because fathers use more affirmations and action directives (Tamis-LeMonda, Baumwell, & Cristofaro, 2012). Having support for interactions and literacy activities from two parental figures will really help children in their literacy development.

## D. CONCLUSION

The research results show that there are different patterns between literacy practices in families with middle-upper SES and lower SES. Families with middle-upper SES provide a variety of reading books that can attract children's interest in reading, while families with lower SES have limitations in providing reading books. The literacy activities carried out are also quite different. Parents in the middle to upper SES category tend to prioritize interaction, building meaning, values and a culture of reading through storytelling and shared reading habits. Meanwhile, parents at lower SES tend to prioritize formal literacy such as introducing letters, teaching spelling, and reading writing. Another interesting thing is that there are differences in the role portions of fathers and mothers in the two categories. In the middle-upper SES category, fathers and mothers have a balanced role in accompanying children to develop their literacy. Meanwhile, at lower SES, mothers dominate family literacy practices because of the limited time that fathers have in the family. The father usually has a side job to meet the family's economic needs

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