

The Correlation between Home Literacy Environment and Children's Language Comprehension



Fatin Syahida Binti Ramlan¹, Lu JingYi², Monica Leena Rajaretnam³, Ooi Boon Keat^{4*}

^{1,2,3,4} School of Education and Social Sciences, Management and Science University

ABSTRACT: Lack of parent-child interaction and literacy activities causes the child to have lower comprehension development. The quality of parent-child interactions and the frequency of joint activities in the home literacy environment on comprehension development enriching are seemed to be important for children. This study aims to investigate the correlation between home literacy environment and children's language comprehension development. Additionally, to test are there a significant relationship between home literacy environment and children's language comprehension, an online survey was distributed to 150 parents of children aged six years old that lives in Shah Alam. The research instruments were used based on Home Literacy Environment Questionnaire and also was adopted and adapted from Farver, Xu, Eppe and Lonigan, 2006, and also Comprehension Questionnaire that is adopted and adapted from Tes.com are used to investigate the correlation between both variables. The data was analysed through quantitative method by using descriptive statistic and Statistical Package for the Social Sciences (SPSS) to investigate the relationships between home literacy environment and children's language comprehension. Consequently, the research findings show that majority of families is having high level of home literacy environment and majority of children is having high level of language comprehension. The results showed the positive correlation indicates better home literacy environment will increase children's language comprehension development. These results suggest that parents play main role in children's language development by conducting joint activities with the children to enhance their comprehension at early age.

Keywords: Home Literacy Environment, Preschool Children Comprehension, Literacy Activities, Parent Involvement

1 INTRODUCTION

The comprehension was listed by the National Reading Panel as one of the five primary reading elements (NICHD, 2000). Reading capabilities are based on five different elements. Phonics, phonemic memory, vocabulary, fluency, and comprehension. These components work together to develop solid, rich, and consistent reading skills, but are often taught separately or in unequal delivery. In other words, reading comprehension is a complex ability that relies on multiple cognitive and linguistic processes (Oh Julie et al., 2023). Understanding enables students to derive meaning and knowledge from a text, and also turns reading from a solely pragmatic experience into one that encourages thinking and emotion. "Comprehension is essential to all children's learning, not just literacy" (Professor Kate Cain, 2015). Moreover, "If you're not reading with strong comprehension at an early age, then it's hard to grasp text through the whole curriculum, and that's going to impair learning across a variety of subject fields, including what we generally consider is 'literacy.' In addition, strong understanding is more essential to understanding the universe more broadly" (Professor Kate Cain, 2015). Oh Julie et al. (2023) agree that learning to read is an important milestone in children's learning, and their research summarizes extensive studies of monolingual and bilingual children that show that language comprehension is an essential component of reading comprehension. As a result, reading comprehension skills can impact students' academic success (Naelur & Yudo, 2023). Learning to read in the early years of school sets a basis for subsequent literacy and academic achievement.

The Correlation between Home Literacy Environment and Children's Language Comprehension

The "home literacy environment" is an umbrella term used to describe the experiences, resources, behaviours and interaction with family members in and around the home. The home literacy environment (HLE) forecasts the progress of language and reading in normally developing children. Home literacy environment also affected some of the factor in children literacy development such as comprehension. This basic skill is affected by the home literacy environment (HLE) that children encounter in preschool years (Frijters, Barron, & Brunello, 2000; Levy, Gong, Hessels, Evans, & Jared, 2006; Niklas, Tayler, & Schneider, 2015). The relationship between practice in the home literacy environment and children's language development may be more complex and simpler than commonly assumed (Jan & Klaus, 2023). Lyu's (2023) study concludes that many researchers have found a strong link between children's literacy and language development and their home literacy environment. Hence, parenting strategies such as reading to infants, using a number of languages, openness and affection in relationships, have been marketed as a partnership with stronger developmental outcomes (Bradley, 2002). The consistency of parent-child interactions and the frequency of joint activities in the home learning area to enhance vocabulary acquisition seem to be significant for children. The findings of a later researcher, Sara (2023), also support the idea that children's early literacy skills can be improved by a modifiable, dynamic factor such as the home literacy environment. According to the Home Literacy Model (LeFevre, 2014), young children can be exposed to two distinct types of literacy activities at home. First, meaning-related literacy activities are those where print is present but is not the focus of the parent-child interaction, for example, when parents read storybooks to their children. In contrast, code-related literacy activities focus on the print, for example, activities such as when parents teach their children the names and sounds of letters or to read words and sentences. Aram et al.'s (2013) longitudinal study, which also focused on the role of family literacy activities, i.e., mother-child shared book reading and joint writing, assessed children's literacy development from kindergarten through the end of first grade. Results found that family SES, early childhood skills, and kindergarten family literacy activities were associated with children's end-of-first-grade achievement. Joint writing contributed significantly to first grade children's literacy, while the contribution of shared reading was almost significant. And joint writing was found to contribute to first-grade children's literacy achievement beyond book reading.

2 METHODS

2.1 Study Design

In general, this research consists of two variables. According to (Fraenkel et al., 2012) correlational research is a type of study that seeks to discover interactions between two or more variables. The researcher of this study begins on this type of research to look into the relationship between home literacy environment and children's language comprehension that may occur in this phenomenon or issue. This study employs a correlational research design in order to determine the relationship between the home literacy environment and children's language comprehension, and the findings are used to determine the relationship between the two variables. At the same time, a quantitative research methodology was chosen to investigate the research question raise a loft are usually developed which provide prompt results. Somehow, the quantitative findings easily determined are design to come up with the summaries of data information that support generalizations regarding the issues or phenomenon under study.

2.2 Questionnaire Design

The tools of this study show in four different kind of sections. Part A consists of the parent of respondent demographic background such as parent's monthly income. Then, the researcher also continued demographic background in Part B that consists of parent's highest education level. Furthermore, in Part C consists of the Home Literacy Environment questionnaire which is adapted and adopted from (Farver et al., 2006) with a total of 11 items using a 5-point scale from strongly disagree, disagree, neutral, agree and strongly agree. The example of the items was "I read weekly to my child". Moreover, Part C also contains question about amount of reading materials at home. The instrument aims to measure the home literacy environment where parents reflect on how their home literacy environment based on the questions. Meanwhile in part Part D, the questionnaire was adopted and adapted from TES.com. There are 12 questions with two options answer (Yes/No). The example of the items was the questions asked "Is penguin red in colour? (answer: No)" as pictures have been provided. The instrument aims to measure the six years old

The Correlation between Home Literacy Environment and Children’s Language Comprehension

children language comprehension where children need to read and comprehend the questions to find the correct answer.

2.3 Data Analysis

There are four objectives in this study. To comprehend this study, quantitative data analysis was used to interpret the data information by using statistical software known as the Statistical Package for the Social Science (SPSS) software (Greasley, 2008). In this study, data is gathered, and the type of analysis data is also reviewed. To examine the contribution of Home Literacy Environment on the level of Children’s Language Comprehension, multiple analyses were performed. For every objective, all 150 responses were calculated.

3 RESULT

Table 1 shows the information that have been collected from the parents in Shah Alam as a survey regarding their demographic profile. There is the total of 150 respondents has been participate in this study by parents of children six years old. The distribution of this questionnaire is via google form link and also spreading by parents to other parents in order to contribute to the questionnaire. Hence, the total of all the respondents, there is 150 parents and children. In the demographic part, it consists of parent monthly income, father highest level of education and also mother highest level of education.

Table 1: Respondent’s Demographic Profile (n=150)

Variables	n	%
Monthly Income of Parent		
500 – 1500	2	1.3%
1500 – 3000	55	36.7%
3000 – Above	93	62%
Father’s Highest Level of Education		
High School Graduate	39	26%
Certificate	42	28%
Diploma	33	22%
Degree	22	14.7%
Master	10	6.7%
PHD	4	2.7%
Mother’s Highest Level of Education		
High School Graduate	51	34%
Certificate	7	4.7%
Diploma	23	15.3%
Degree	49	32.7%
Master	16	10.7%
PHD	4	2.7%

4.1 Home Literacy Environment

The first research question aimed to investigate the types of children’s home literacy environment. Table 2 shows the average of the responses by the parent from rich home literacy environment. At the same time in Table 3 shows the average responses from remaining 58 parents that have poor home literacy environment. The items are indicating to the types of the home literacy environment of six years old children have at home. According to this data, the researcher revealed that the parents in Shah Alam encourage their children with the home literacy environment in parents-child interaction and also in variety amount of reading materials at home. 61.5% of the parents which is 92 parents out of 150 parents accept that the home literacy environment in parent-child interaction, literacy activity and also amount of reading materials is the most approval. We can conclude for the first objectives there are 92 families that have rich HLE while another 58 families have poor HLE.

The Correlation between Home Literacy Environment and Children’s Language Comprehension

Table 2: Rich Home Literacy Environment based on parent answers using HLE Questionnaire (n = 92)

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I read weekly to my child.	0	0	0	0	1	91
2) I go to the library once a week with my child.		1	1	1	4	85
3) I teach my child letters of alphabet twice a week.		0	0	0	1	91
4) I point out word to my child daily.	0	0	1	0	0	91
5) I read for fun and pleasure daily to my child.		0	0	0	3	89
6) Me and my spouse read for fun and pleasure daily.		0	0	1	0	91
7) My child asked to be read daily.	0	0	0	0	1	91
8) My child attempt to write words daily.		0	0	0	1	91
9) My child play with alphabet games daily. (Example: Matching letter cards)		0	0	1	1	90
10) I sing to my child daily.	0	0	0	1	0	91
11) I tell oral stories to my child daily.(Example: making up my own stories or telling stories without using books)		0	0	0	4	88

Based on Table 2 above, we can see that most of the 92 parents answered strongly agree to most of the questions. This is why the researcher say that there are 92 families out of 150 families that have rich home literacy environment. Researcher also state in the table above that there are two parents respond disagree and strongly disagree on question number 2 which is ‘I go to the library once a week with my child’. Based on this result we can conclude that there are only 2 parents that did not do the library visit with their child but still they do all of the others literacy activities. This is why both of this families are also included in the rich home literacy environment.

Table 3: Poor Home Literacy Environment based on parent answers using HLE Questionnaire (n = 58)

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I read weekly to my child.	4		1	0	2	51
2) I go to the library once a week with my child.	56		2	0	0	0
3) I teach my child letters of alphabet twice a week.	28		2	0	3	25
4) I point out word to my child daily.	0		1	0	1	56
5) I read for fun and pleasure daily to my child.	43		12	0	0	3

The Correlation between Home Literacy Environment and Children’s Language Comprehension

6) Me and my spouse read for fun and pleasure daily.	58	0	0	0	0
7) My child asked to be read daily.	42	16	0	0	0
8) My child attempt to write words daily.	13	2	0	1	42
9) My child play with alphabet games2 daily. (Example:Matching letter cards)		7	0	0	49
10) I sing to my child daily.	1	0	0	0	57
11) I tell oral stories to my child daily.	56	2	0	0	0

(Example: making up my own stories or telling stories without using books)

Based on the Table 3 above, we can see that most of 58 families did not do certain of the literacy activities such as questions number 2 which is ‘I go to the library once a week with my child’. As we can see based on the Table 3, 56 parents say strongly disagree and another 2 parents say disagree. Based on this question we can see that zero parents bring their child to the library visit once a week.

Next, for question 5 which is ‘I read for fun and pleasure daily to my child’. Based on the result, there are only 3 parents that read for fun and pleasure daily to their child. Other 43 parents state strongly disagree and other 12 parent say disagree. As we can see based on the result, majority of the parents did not do the reading daily with their child.

Besides that, based on the result we also can see that there are 3 questions that have majority strongly disagree vote by the parents. The questions are ‘Me and my spouse read for fun and pleasure daily’, ‘My child asked to be read daily’ and ‘I tell oral stories to my child daily’. By all this result, we can see that families with poor home literacy environment lack of various types of literacy activities. In conclusion based on all the result, it’s proven that this 58 families have poor home literacy environment out of 150 families.

For the research question number two, there are 2 types of socioeconomic factors that the researcher wanted to study in this research. There are parent’s monthly income and also parent’s highest education level. Based on this research questions, researcher want to see whether these two types of socioeconomic factors give effect towards their home literacy environment.

Table 4: Parent monthly income affecting the amount of reading materials at home (n=150)

Reading Materials at home	RM 500 – RM 1500 (2)	RM 1500 – RM 3000 (55)	RM 3000 – Above (93)
Story Book	2	5	9
		5	3
Journal	0	0	1
			3
Magazine	0	2	6
			9
Encyclopaedia	0	0	2
			6
Article	0	0	1
			9
Novel	0	3	6
			7

The Correlation between Home Literacy Environment and Children’s Language Comprehension

Work Book	2		5	9
			5	3
Dictionary	0	3		7
				9
E-Story Book	0		1	8
			5	7
Flash card	2		4	8
			9	9
News Paper	0		1	6
			2	8
Others	0	0		0

Amount of family that have this reading materials at home based on parent’s monthly income (n)

Based on Table 4 above, researcher showed the overall responses from each of the parent using the home literacy environment questionnaire. As have stated based on the table 4 above, we can see that all 150 parents have story book and work book at their home. Besides that, most of the parents from low, middle and high monthly income also have flash card as one of their reading materials at home. Parent from low monthly income only prepared story book, work book and flash card as their reading materials at home. We can see here that there is no variety in reading materials at home and this will give a huge impact in children literacy development such as comprehension. Then, parent that came from middle monthly income from RM 1500 to RM 3000, based on the table we can see more variety of reading materials at home as their reading materials such as magazine, novel, E-story book and newspaper.

Another type of monthly income based on this research is RM 3000 and above. There are more variety of reading materials that we can see based on the result above. Parent in this range of monthly income prepared a greater number of reading materials for their children at home such as E-story book which is 87 parents and dictionary which is 79 parents. Reading materials and storybook exposure have broader associations with measures of both children’s language and reading and spelling skills (e.g., Bus et al., 1995). Yao, Z.'s (2020) study also confirmed the findings that independent e-book reading and print book reading had similar improvements in children's beginning literacy skills. Also, reading e-books independently and reading print books with an adult had similar improvements in children's beginning literacy skills (Kozminsky, E. et al., 2013).

Children who are rarely read to and whose parents read infrequently are at a disadvantage when they begin elementary school. According to new research, there is a strong link between a child's reading environment, amount of reading materials at home from the time they are very young and the progress a child makes in being able to read once they start school.

Table 5: Parents consists of diploma, degree, master and PHD answer based on HLE Questionnaire (n = 92)

Items		Strongly Disagree	Disagree	Neut Agral ee	Strongly Agree
1) I read weekly to my child.	0	0	0	1	91
2) I go to the library once a week with my child.	1		1	1	4
3) I teach my child letters of alphabet twice a week.			0	0	1
4) I point out word to my child daily.	0		0	1	0

The Correlation between Home Literacy Environment and Children’s Language Comprehension

5) I read for fun and pleasure daily to my child.	0	0	0	3	89
6) Me and my spouse read for fun and pleasure0 daily.		0	1	0	91
7) My child asked to be read daily.	0	0	0	1	91
8) My child attempt to write words daily.	0	0	0	1	91
9) My child play with alphabet games daily.0 (Example: Matching letter cards)		0	1	1	90
10) I sing to my child daily.	0	0	1	0	91
11) I tell oral stories to my child daily.(Example:0 making up my own stories or telling stories without using books)		0	0	4	88

Based on the table above researcher have showed that most of the parents that came from higher education level such as diploma, degree, master and also PHD have higher amount of literacy activities at their home. Most of them answered strongly agree and agree to all the questions. This is a very good result in order to prove that there is a rich home literacy environment among all of this families. Furthermore, all of the 92 parents also came from the families that has been classified by the researcher that have rich home literacy environment on Table 2 previously.

Researcher also state in the table above that there are two parents respond disagree and strongly disagree on question number 2 which is ‘I go to the library once a week with my child’. Based on this result we can conclude that there are only 2 parents that did not do the library visit with their child but still they do all of the others literacy activities such as shared reading and etc. This is why both of this families are also included in the rich home literacy environment as what the researcher have mention previously in table 2 explanation.

Also, based on the table above researcher showed that parent with higher education level have more awareness towards their children literacy development environment. All of the parents did various types of literacy activities in and out of their home. This contributes in the consolidation of children's knowledge of the usefulness of literacy and, as a result, how it is beneficial in everyday life. In conclusion, it gave a huge impact towards younger children development before they went to the elementary school.

Table 6: Parents consists of high school graduate and certificate answer based on HLE Questionnaire (n = 58)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I read weekly to my child.	4	1	0	2	51
2) I go to the library once a week with my child.	56	2	0	0	0
3) I teach my child letters of alphabet twice a week.	28	2	0	3	25
4) I point out word to my child0 daily.		1	0	1	56

The Correlation between Home Literacy Environment and Children’s Language Comprehension

5) I read for fun and pleasure daily to my child.	43	12	0	0	3
6) Me and my spouse read for fun and pleasure daily.	58	0	0	0	0
7) My child asked to be read daily.	42	16	0	0	0
8) My child attempt to write words daily.	13	2	0	1	42
9) My child play with alphabet2 games daily. (Example: Matching letter cards)		7	0	0	49
10) I sing to my child daily.	1	0	0	0	57
11) I tell oral stories to my child56 daily.		2	0	0	0

(Example: making up my own stories or telling stories without using books)

Based on the table above, researcher have showed that most of the parents that came from lower education level such as high school graduate and certificate have lower amount of literacy activities at their home. Most of them answered strongly disagree and disagree to certain of the questions such as question number 2 which is ‘I go to the library once a week with my child’, question number 5 which is ‘I read for fun and pleasure daily to my child’, question number 6 which is ‘Me and my spouse read for fun and pleasure daily’, question number 7 which is ‘My child ask to be read daily’ and question number 11 which is ‘I tell oral stories to my child daily (Example: making up my own story or telling stories without using books)’. Based on this result, researcher have made it clear that parents with lower education level is lacking in building their home literacy environment.

Also based on the result above, researcher have state that there are certain literacy activity that most of the parents in poor home literacy environment answered strongly agree and agree such as question 1 which is ‘I read weekly to my child’, question number 4 which is ‘I point out word to my child daily’, question 8 which is ‘My child attempt to write words daily’, questions 9 which is ‘My child play with alphabet games daily’ and last but not least question 10 which is ‘I sing to my child daily’. Based on this result, researcher concluded that by having a poor home literacy environment did not meant that they didn’t do any literacy activity at all but to compare with families with rich literacy environment this poor literacy environment families are lacking in some of the literacy activity in and out of their home.

This is a very clear result in order to prove that there is a poor home literacy environment among all of this families. Furthermore, all of the 58 parents also came from the families that has been classified by the researcher that have poor home literacy environment based on Table 3 previously. In conclusion, parent with lower education level have a high risk in having a poor HLE.

4.2 Children’s Language Comprehension

For the research question number three, researcher want to know the level of language comprehension for each of the children. Comprehension is one of the linguistic elements that affect the development of communication skills and the language skills of learners (Brown et al., 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, 1998; Schmitt et al., 2011). In this study children’s comprehension adopt and adapt to the reading comprehension questionnaire from Tes.com. There are 12 questions with two options answer (Yes/No).

The Correlation between Home Literacy Environment and Children’s Language Comprehension

Table 7: Children’s answer correctly Language Comprehension Questionnaire according to their types of HLE (n = 150)

Items	Rich HLE (92)	Child-Directed HLE (0)	Poor HLE (58)
1. Is penguin red in color?	92	0	58
2. Does a polar bear have four legs?	92	0	52
3. Is giraffe tall?	92	0	58
4. Is this a frog?	92	0	58
5. Does an alligator have teeth?	92	0	58
6. Is the kangaroo jumping?	92	0	4
7. Do dolphin live at sea?	92	0	58
8. Is the kitten on top of the box?	92	0	0
9. Is the monkey on top of the tree?	92	0	56
10. Is the elephant lighter than human?	92	0	55
11.Can hamster and cat be as a pet?	92	0	54
12. Does leopard and lion eat vegetables?	92	0	54

Based on the data above, researcher has showed that most of the 150 children can answer most of the questions. Only question 6 and question 8 have a huge difference in selection of the answer. For question 6 which is ‘Is the kangaroo jumping?’ there are 96 children that answered correctly. Then, there are 54 children that answered this question wrongly. Besides that, question number 8 which is ‘Is the kitten on top of the box?’ is also one of the questions that many of the children answer wrongly. There are 92 children who answered correctly this question and 58 children answered wrongly. Questions 6 and 8 are both questions that required a creative and critical thinking for the children in order to answered the questions correctly. In critical and creative thinking questions, researcher use questions for a number of reasons. They can reinforce viewpoints, provide discussion prompts, and help children see things from a new perspective. Researcher use them to inflame the imagination and inspire the search for answers.

Based on the Table 7 above, researcher analyse that the 92 children that answered correctly questions number 6 and 8 are all children from rich home literacy environment. And the other remaining 58 children are from poor home literacy environment. It is well established that the home literacy environment is an important predictor of children’s language and literacy development (Frijters, Barron, & Brunello, 2000; Levy et al., 2006; Senechal & Lefevre, 2002).In other words, children's language comprehension and output is closely related to the early home literacy environment, which consists of all the literacy materials and family interactions that promote children's language and literacy learning (Forte & Salamah, 2022).

For the last research question, researcher want to investigate the correlation between both of the variables which is Home Literacy Environment and Children’s Language Comprehension. In this research, researcher used comparison technique in finding the relationship between the two variables. Researcher compare both of the independent variable result and also dependent variable result in order to find the correlation between both of the variables.

The Correlation between Home Literacy Environment and Children’s Language Comprehension

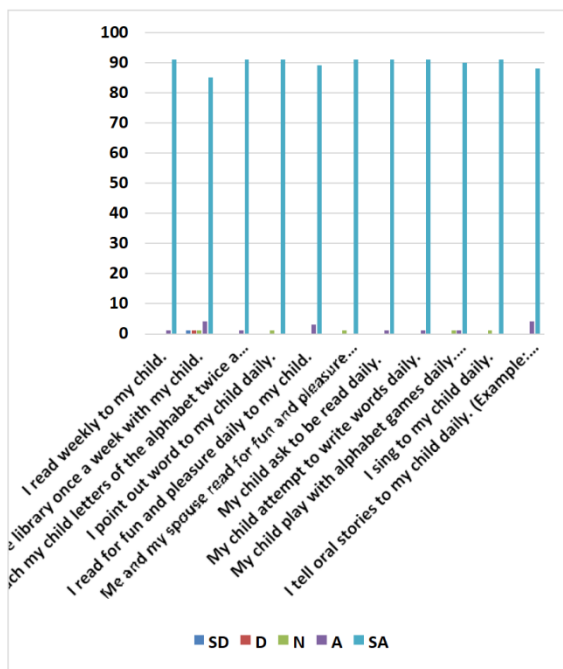


Figure 1: Rich Home Literacy Environment (n=92 Parent)

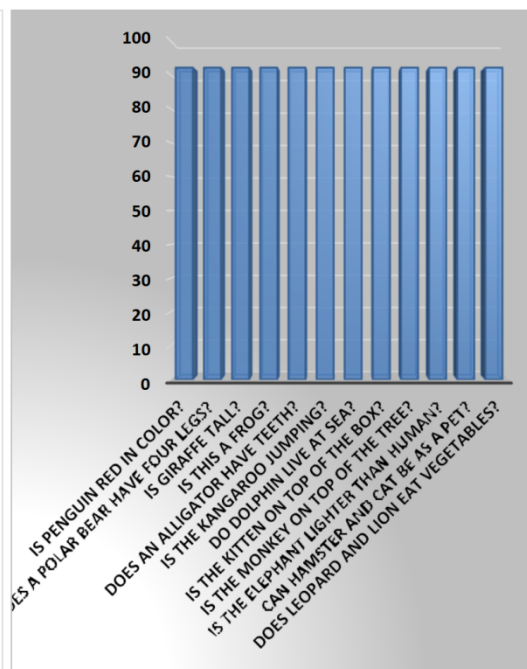


Figure 2: Number of children that answer each of the questions correctly (n=92 Children)

Based on the figure 1 and 2 above, researcher have showed rich home literacy environment which consists of 92 parents response and it’s direct impact towards children’s language comprehension marks in figure 2 which consists of 92 children that answer all the comprehension questions correctly and all of this children came from rich home literacy environment families. By comparing both of the figures, researcher concluded that there is positive correlation between both of the variables. Based on both of the figures, researcher concluded that, the higher the home literacy environment, the higher the children language comprehension development will be. All of the children that get full marks in their children’s language comprehension questionnaire, get a perfect home literacy environment during their childhood life. Figure 1 and 2 below showed the correlation and relationship between both of the variables.

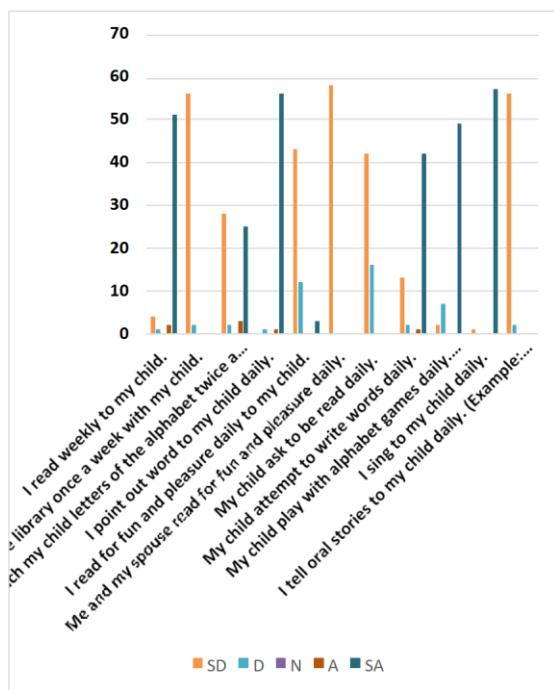


Figure 3: Poor Home Literacy Environment (n= 58 Parents)

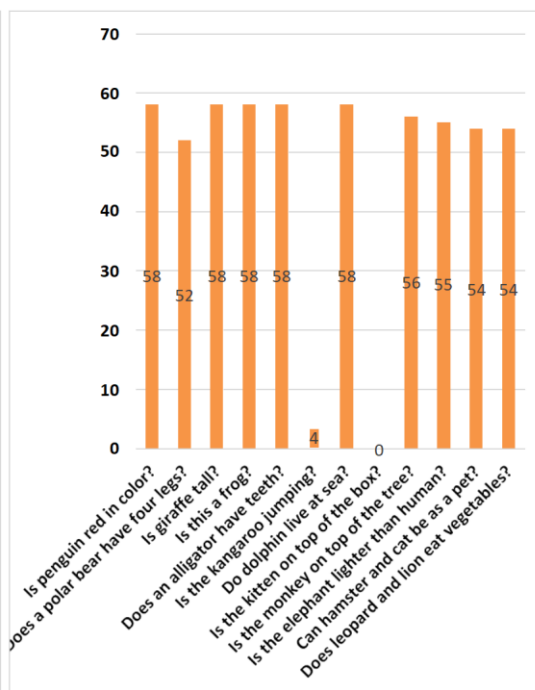


Figure 4: Number of children that answer each of the questions correctly (n= 58 Children)

The Correlation between Home Literacy Environment and Children's Language Comprehension

Based on the figure 3 and 4 above, researcher has built figures that showed poor home literacy environment which consists of 58 parent responses and compare to children's language comprehension marks in figure 4 which consists of 58 children's answers based on the comprehension questions. Most of the children answer wrongly questions number 6 and 8 which is 'Is the kangaroo jumping' and 'Is the kitten on top of the box'. For question number six there are only 4 children out of 58 children that answer correctly and none of the children get to answer question number 8 correctly. Furthermore, some of the children also answered some of the questions wrongly such as question number 2 which is 'Does a polar bear have 4 legs. There are 6 of the children that answer this question wrongly. There are also 2 children that answer question 9 wrongly which is 'Is the monkey on top of the tree?'. Besides that, there are also 4 children that answer both of these questions incorrectly. Questions number 11 and also 12 which is 'Can hamster and cat be as a pet?' and 'Does leopard and lion eat vegetable?'.

All of these children came from poor home literacy environment families. By comparing both of the figures, researcher concluded that there is positive correlation between both of the variables. Based on both of the figures, researcher concluded that, the lower the home literacy environment, the lower the children language comprehension development will be. All of the children that did not get full marks in their children's language comprehension questionnaire, have an imperfect home literacy environment during their childhood life. Figure 3 and 4 above showed the correlation and relationship between both of the variables.

5 DISCUSSION

The aim of this study was to find the correlation between Home Literacy Environment and Children's language comprehension. Researcher also want to find out is it parent's monthly income and their highest education level gives impact towards their Home Literacy Environment. As mention in the literature review, a substantial body of research revealed relations among home literacy environment and children's language comprehension. Result regarding the first research question showed that there are 92 parents out of 150 parents have a rich home literacy environment and other 58 parents have poor home literacy environment. All this result is based on HLE questionnaire responses by parent. Family and school represent the primary environments in which young children grow and develop (Haung et al.,2000; Schweinhart et al.,2004; Taggart,2007). This conclusion has previously been confirmed by the research of Duncan & Brooks (2000), who found that highly educated parents tend to have a large vocabulary and familiarity with grammar, and that their work may also involve their ability to use a variety of language skills in everyday life, and that children are therefore likely to be exposed to the vocabulary and grammatical knowledge used by their parents when they interact with them. More educated parents tend to foster a friendly style of family interaction at home that encourages children to express themselves and communicate with their parents. environment, children tend to have more opportunities to learn from their parents and practice language and literacy skills (Xin, 2023).Rowe's (2008) study also found that highly educated mothers stimulated their children's use of language more frequently, used more explanations in child-oriented speech, read books with their children, visited libraries and puppet theaters, and supported their children's use of language in the zone of nearest development, as compared to less educated mothers. In addition, teachers of young children evaluated that the higher the mother's education, the higher the level of language expression, the more coherent the picture book storytelling, and the more complex the child's spontaneous language expression (Fekonja & Marjanovič, 2011).

The second objective in this study sought to examine are parents' socioeconomic factors which is parent's monthly income and also parent's highest level of education affecting their home literacy environment. The result that researcher managed to get based on this question is the higher the monthly income of the parent, the higher number of books prepared by the parent for their children. Children who have parent with higher monthly income perceive more books at home. We can see that parent that prepared a greater number of books to their children have more awareness toward their children development. Books not only will increase the children comprehension development but also their cognitive development in whole. The findings of the present study are also supported by the study of Khanam & Nghiem (2016) whose study found that family income is significantly associated with cognitive skills of children. For cognitive development, income as well as parents' education and the number of books in the home are very important factors. Murphy et al. (2022) also argue that the interactive effects of home learning materials vary by family income. The study of Susperreguy et al. (2021) also confirms that parents with high socio-economic status have a higher frequency of literacy activities in the home. The study by Murphy et al. (2022) reconfirmed that family

The Correlation between Home Literacy Environment and Children's Language Comprehension

socioeconomic status is related to the family home learning environment.

Next, based on this objective, researcher also managed to know the parent that have higher education level give a huge impact towards their home literacy environment based on the HLE questionnaire response. Home Literacy Environment happen when parent education started from Diploma, Degree, Master and PHD. Besides that, Home Literacy Environment present when either one parent has higher education level such as diploma, degree, master or PHD. Efthymia et al.'s (2023) study also proved that the effect of mother's education on children's literacy outcomes is robust but indirect. Families with higher educational background, the value of possessing books more than in families with lower educational background. According to Yang Dong, Sammy Xiao et al. (2020), they have suggested that parental literacy activities involvement and parental literacy expectations contribute more to children's literacy knowledge enhancement. This is supported by Wenyan et al.'s (2019) study, which found that parental cultural involvement had a positive impact on the academic development of urban children. Furthermore, the same view is held by the study of Gulsah et al. (2016), whose study found that the frequency of parent-child daily interactions and parental expectations were significantly related to children's attitudes towards literacy. As found in Alison & Jennifer's (2011) study, parental expectations are significantly correlated with children's interest in literacy, thus, children's early reading experiences with their parents prepare them for the advantages of formal literacy instruction. Indeed, parental involvement in their child's reading has been identified as the most important predictor of language and emergent literacy (Bus et al., 1995). Researchers recognize the preschool years as a critical stage of development (DOE, 2009; Davin & Van Staden, 2005) for a child's intellectual, social and emotional growth and confirm the fundamental importance of quality parent child interaction during these early years.

Parental involvement is widely acknowledged as a factor in their children's success. The main reason for involving parents in literacy development is that it appears to benefit both parent and child. A child does not learn to read on his or her own. Parents and teachers should assist the child. As a result, the child's first teacher is his or her parents, and his or her first school is his or her home. Parents must instil a love of learning in their children and encourage them to persevere on their own. It is more important to want to learn than it is to teach. Stacey and Janet's (2008) findings suggest a significant relationship between parent-child reading interactions and children's early literacy skills. Therefore, parents must set aside times to read stories to their children because it can enhance their children's comprehension, vocabulary, decoding of words and syllabus. Regular habit of reading makes children develop the desire to read independently. The more a skill is practiced the more it is mastered, applied, and retained in memory because practice brings perfection (Mwamwenda 2004). Children who invest their time with lots of reading material perform very well in their classroom. They scored high in test because they understand the language. Children needed to be induced to read independently by providing them with plenty of books. Also make sure that reading materials are available in all corners of home including colourful books and magazines because they attract the eyes of the children. Immersing your children in reading materials is a natural way to make them develop the habit of reading.

Children who visit library are smart and intelligent. They are also very quick thinkers and informed when compared to others who do not know how to read. Library is an excellent place that also inculcates the value of silence. Devote sometimes (30 min) to visit the library. Ask our children to search for books and magazines of their age. Parents need to spare time to read with their children at home. Every member of the family should get involved and it must be a daily ritual of reading together. Children from literacy "rich" home environment, tend to ask their parents to read to them more often (Aulls and Sollars 2003). Reading is fundamental. Parents need to realize how important their role is in motivating love for reading. The custom of reading and the love of books must be established in childhood. If parents want their children to succeed at school and in life, they should read to them aloud for at least 20 minutes. Parents who read to their children will soon discover that the time spent together creates a special bond. Many researchers and academics stated that parents' involvement in their children's reading is associated with higher academic achievement, better attendance attitudes that are more positive and behaviour and greater willingness to do the work, Kruger (2002: 48). More specifically, Gustavo et al.'s (2011) study found a significant positive correlation between parental involvement in reading and children's motivation to read.

Besides that, the third research question is researcher want to know the level of comprehension for 150 children that are six years old. Based on this study, there are 92 children managed to answer all questions correctly and other 58 children did not manage to answer some of the questions correctly. Another finding from this objective is, researcher finds out that all 92 children that

The Correlation between Home Literacy Environment and Children's Language Comprehension

manage to answer all question correct is the children that came from family that has rich HLE and also parent with high education level. Most of the children from poor home literacy environment answer some of the questions wrong, mostly from questions 6 and 8. The last research question is the researcher wanted to study the correlation between both of the variables. Children that have rich home literacy environment score perfectly in their Comprehension Questionnaire compared to children from poor home literacy environment, all of the children did not answer correctly all the question correctly. Other research that have conducted by other researcher showed that children's basic reading skill is related to several aspects of the home literacy environment, but most seem to be masked genetic effects. Good genes can give a child a head start in learning to read (Anonymous, 2016). That is, they seem to correlate with child reading because children inherit from their parent both a genetic tendency for a certain reading level and the home environment they are exposed to. An exception to this seems to be the number of books children grow up with, which may also exert a true environmental effect on their reading outcome (Elsje et al., 2016). Children with rich HLE, have higher amount of reading materials and have parents with higher education level have higher ability towards their comprehension development compared to children from poor HLE. This conclusion is also confirmed more scientifically by Agnes' (2023) study, which found that factors preventing children in the early grades from acquiring reading and writing skills included low parental education and low parental income. Based on previous research, researcher stated that there are controlling for mothers' education and the direct relation between mothers' and children's education at comparable chronological ages, time invested in reading to young children related to reading achievement and motivation, which in turn related to educational attainment (Allen et al., 2015). Children need to become proficient readers because it is important to them and determines their educational success. Parents know their children better and they are the mentors who can hone their reading skills. And children's motivation to read is influenced by their parents' motivation to read and how often they read (Montserrat, 2023). Reading skills are obtained by practice the art of reading became a habit when parents engage their children by developing the edge to read. Reading could be boring to some children but is a mandatory activity for every human who want to succeed in life. Teaching children how to read starts at home when children are young (Wade & Moore 2000).

6 CONCLUSION

The current study was organized to indicate the relationship between home literacy environment and children language comprehension by 150 children that lives in Shah Alam. The overall result shows that better home literacy environment will increase the children's language comprehension development and indicates the relationship between two variables as well. In addition, the methods that has been focused on to distribute in this study which are the sampling information and to understand this study, the quantitative data analysis was used analyse the data information by using SPSS software to obtain the statistics. The research findings revealed that positive correlation between home literacy environment and children's language comprehension.

REFERENCES

- 1) Anonymous. (2016). Schools, Genetics Play Role in Child's Reading Ability. *Science and Children*, 54(3), pp. 14-15.
- 2) Agnes, J. L. (2023). Understanding How Home Conditions Shape Early Grade Learners Literacy Acquisition Skills: A Tanzanian Perspective. *Asian Journal of Education and Social Studies*, 49(4), pp. 265-277.
- 3) Anderson, K. L., Atkinson, T. S., Swaggerty, E. A., & O'Brien, K. (2019). Examining relationships between home-based shared book reading practices and children's language/literacy skills at kindergarten entry. *Early Child Development and Care*, 189(13), 2167–2182. <https://doi.org/10.1080/03004430.2018.1443921>
- 4) Alison, E. B. & Jennifer, Dobbs-O. (2011). Child and parent characteristics, parent expectations, and child behaviours related to preschool children's interest in literacy. *Early Child Development and Care*, 181(3), pp. 345-359.
- 5) Aram, D., Korat, O. & Hassunah-Arafat, S. (2013). The contribution of early home literacy activities to first grade reading and writing achievements in Arabic. *Reading and Writing*, 26(9), pp. 1517-1536.
- 6) Bingham, G. E., Jeon, H. J., Kwon, K. A., & Lim, C. (2017). Parenting styles and home literacy opportunities: Associations with children's oral language skills. *Infant and Child Development*, 26(5), 1–18. <https://doi.org/10.1002/icd.2020>

The Correlation between Home Literacy Environment and Children's Language Comprehension

- 7) Chow, B. W. Y., Ho, C. S. H., Wong, S. W. L., Waye, M. M. Y., & Zheng, M. (2017). Home environmental influences on children's language and reading skills in a genetically sensitive design: Are socioeconomic status and home literacy environment environmental mediators and moderators? *Scandinavian Journal of Psychology*, 58(6), 519–529. <https://doi.org/10.1111/sjop.12397>
- 8) Carroll, J. M., Holliman, A. J., Weir, F., & Baroody, A. E. (2019). Literacy interest, home literacy environment and emergent literacy skills in preschoolers. *Journal of Research in Reading*, 42(1), 150–161. <https://doi.org/10.1111/1467-9817.12255>
- 9) Duncan, G. J. & Brooks-Gunn, J. (2000) Family poverty, welfare reform, and child development. *Child Development*, 71, 188–196.
- 10) Dong, Y., Dong, W. Y., Wu, S. X. Y., & Tang, Y. (2020). The effects of home literacy environment on children's reading comprehension development: A meta-analysis. *Educational Sciences: Theory and Practice*, 20(2), 63–82. <https://doi.org/10.12738/jestp.2020.2.005>
- 11) Efthymia, P., Alexandra, K., Irini, P. (2023). A Multidimensional–Multilevel Approach to Literacy-Related Parental Involvement and Its Effects on Preschool Children's Literacy Competences: A Sociopedagogical Perspective. *Education Sciences*, 13(12).
- 12) Fekonja, P. U. & Marjanovič, U. L. (2011). Family literacy environment and parental education in relation to different measures of child's language. *Suvremena psihologija*, 14(1), pp. 57-73.
- 13) Forte, S. & Salamah, M. A. (2022). Importance of Home in the Literacy Process of Child. *Asian Journal of Education and Social Studies*, pp. 1-9.
- 14) Gámez, P. B., González, D., & Urbin, L. N. M. (2017). Shared Book Reading and English Learners' Narrative Production and Comprehension. *Reading Research Quarterly*, 52(3), 275–290. <https://doi.org/10.1002/rrq.174>
- 15) Gustavo, L., Robert, R., Jonathan, N. (2011). The Association Between Parental Involvement in Reading and Schooling and Children's Reading Engagement in Latino Families. *Literacy Research and Instruction*, 50(2), pp. 133-155.
- 16) Gottfried, A. W., Schlackman, J., Gottfried, A. E., & Boutin-Martinez, A. S. (2015). Parental Provision of Early Literacy Environment as Related to Reading and Educational Outcomes Across the Academic Lifespan. *Parenting*, 15(1), 24–38. <https://doi.org/10.1080/15295192.2015.992736>
- 17) Gulsah, O., Susan, H., Gregory, Y. (2016). Family Context and Five-Year-Old Children's Attitudes Toward Literacy When They are Learning to Read. *Reading Psychology*, 37(3), pp. 487-509.
- 18) Hutton, J. S., Horowitz-Kraus, T., Mendelsohn, A. L., DeWitt, T., & Holland, S. K. (2015). Home reading environment and brain activation in preschool children listening to stories. *Pediatrics*, 136(3), 466–478. <https://doi.org/10.1542/peds.2015-0359>
- 19) Inoue, T., Georgiou, G. K., Parrila, R., & Kirby, J. R. (2018). Examining an Extended Home Literacy Model: The Mediating Roles of Emergent Literacy Skills and Reading Fluency. *Scientific Studies of Reading*, 22(4), 273–288. <https://doi.org/10.1080/10888438.2018.1435663>
- 20) Jan, L. & Klaus, L. (2023). My child lags behind: Parents' perceptions of children's needs for language support, their home-literacy practices, and children's language skills. *Early Childhood Research Quarterly*, 64pp. 119-128.
- 21) Kozminsky, E., & Asher-Sadon, R. (2013). Media Type Influences Preschooler's Literacy Development: E-book versus Printed Book Reading. *Interdisciplinary Journal of E-Learning and Learning Objects*, 9, 233-247.
- 22) Khanam R, Nghiem S. (2016). Family Income and Child Cognitive and Noncognitive Development in Australia: Does Money Matter? *Demography*. 53(3):597-621. doi: 10.1007/s13524-016-0466-x. PMID: 27083194.
- 23) Lewis, K., Sandilos, L. E., Hammer, C. S., Sawyer, B. E., & Méndez, L. I. (2016). Relations Among the Home Language and Literacy Environment and Children's Language Abilities: A Study of Head Start Dual Language Learners and Their Mothers. *Early Education and Development*, 27(4), 478–494. <https://doi.org/10.1080/10409289.2016.1082820>
- 24) Montserrat, C. (2023). A Chip Off the Old Block: Do Reading-Motivated Parents Raise Reading-Motivated Children?. *Reading Research Quarterly*, 58(4), pp. 668-684.

The Correlation between Home Literacy Environment and Children's Language Comprehension

- 25) Myrtil, M. J., Justice, L. M., & Jiang, H. (2019). Home-literacy environment of low-income rural families: Association with child- and caregiver-level characteristics. *Journal of Applied Developmental Psychology, 60*(October 2018), 1–10. <https://doi.org/10.1016/j.appdev.2018.10.002>
- 26) Mascarenhas, S. S., Moorakonda, R., Agarwal, P., Lim, S. B., Sensaki, S., Chong, Y. S., Allen, J. C., & Daniel, L. M. (2017). Characteristics and influence of home literacy environment in early childhood-centered literacy orientation. *Proceedings of Singapore Healthcare, 26*(2), 81–97. <https://doi.org/10.1177/2010105816674738>
- 27) Murphy, Y. E., Zhang, X., & Gatzke-Kopp, L. (2022). Early executive and school functioning: Protective roles of home environment by income. *Journal of applied developmental psychology, 78*, 101369. <https://doi.org/10.1016/j.appdev.2021.101369>.
- 28) Naelur, R. & Yudo, N. R. Y. (2023). Analysis of Students' Reading Comprehension Skills: An Overview of Indonesian Language Textbooks. Atlantis Press SARL.
- 29) Oh Julie H. J.; Armando, A., & Gigi, L. (2023). Reading comprehension and cognitive correlates in multilingual children and adolescents.. *Translational Issues in Psychological Science, 9*(4), pp. 397-408.
- 30) Oh Julie H. J., Badriah, B., Armando, B., & Gigi, L. (2023). Assessments of English Reading and Language Comprehension in Bilingual Children: A Systematic Review 2010 to 2021. *Canadian Journal of School Psychology, 38*(4), pp. 373-392.
- 31) Rose, E., Lehl, S., Ebert, S., & Weinert, S. (2018). Long-Term Relations Between Children's Language, the Home Literacy Environment, and Socioemotional Development From Ages 3 to 8. *Early Education and Development, 29*(3), 342–356. <https://doi.org/10.1080/10409289.2017.1409096>
- 32) Sara, E. (2023). A Model of the Home Literacy Environment and Family Risk of Reading Difficulty in Relation to Children's Preschool Emergent Literacy.. *Journal of learning disabilities*, pp. 222194231195623-222194231195623.
- 33) Stacey, S. B. & Janet, E. F. (2008). Family Reading Behavior and Early Literacy Skills in Preschool Children From Low-Income Backgrounds. *Early Education & Development, 19*(1), pp. 45-67.
- 34) Susperreguy, M. I., Jiménez Lira, C., Xu, C., LeFevre, J. A., Blanco Vega, H., Benavides Pando, E. V., Ornelas Contreras, M. (2021). Home Learning Environments of Children in Mexico in Relation to Socioeconomic Status. *Front Psychol. 12*:626159. doi: 10.3389/fpsyg.2021.626159. PMID: 33815211; PMCID: PMC8017273.
- 35) Suggate, S., Schaughency, E., McAnally, H., & Reese, E. (2018). From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. *Cognitive Development, 47*(October 2017), 82–95. <https://doi.org/10.1016/j.cogdev.2018.04.005>
- 36) Silinskas, G., Sénéchal, M., Torppa, M., & Lerkkanen, M. K. (2020). Home Literacy Activities and Children's Reading Skills, Independent Reading, and Interest in Literacy Activities From Kindergarten to Grade 2. *Frontiers in Psychology, 11*(July), 1–15. <https://doi.org/10.3389/fpsyg.2020.01508>.
- 37) Tichnor-Wagner, A., Garwood, J. D., Bratsch-Hines, M., & Vernon-Feagans, L. (2016). Home Literacy Environments and Foundational Literacy Skills for Struggling and Nonstruggling Readers in Rural Early Elementary Schools. *Learning Disabilities Research and Practice, 31*(1), 6–21. <https://doi.org/10.1111/ldrp.12090>
- 38) Van Bergen, E., Van Zuijlen, T., Bishop, D., & de Jong, P. F. (2017). Why Are Home Literacy Environment and Children's Reading Skills Associated? What Parental Skills Reveal. *Reading Research Quarterly, 52*(2), 147–160. <https://doi.org/10.1002/rrq.160>
- 39) Wirth, A., Ehmig, S. C., Drescher, N., Guffler, S., & Niklas, F. (2020). Facets of the Early Home Literacy Environment and Children's Linguistic and Socioemotional Competencies. *Early Education and Development, 31*(6), 892–909. <https://doi.org/10.1080/10409289.2019.1706826>
- 40) Wiescholek, S., Hilkenmeier, J., Greiner, C., & Buhl, H. M. (2018). Six-year-olds' perception of home literacy environment and its influence on children's literacy enjoyment, frequency, and early literacy skills. *Reading Psychology, 39*(1), 41–68. <https://doi.org/10.1080/02702711.2017.1361495>
- 41) Wenyan, L., Ran, S., Xiao, M. Y. (2019). How does parental involvement affect children's academic development from a core literacy perspective?. *Best Evidence in Chinese Education, 1*(2), pp. 109-130.

The Correlation between Home Literacy Environment and Children's Language Comprehension

- 42) Xin,L. (2023). The influence of home literacy environment on children's literacy and language development: A systematic review. *Frontiers in Educational Research*, 6(23).
- 43) Yao,Z. (2020). The Effect of E-books Reading on Children's Language and Literacy Skills. *Journal of Educational Research and Policies*, 2(8).



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.