LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 28, No. 2, October 2025, pp. 844-859

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

THE POWER OF STORY-BASED LEARNING IN ENGLISH LITERACY DEVELOPMENT: THE INTERPLAY OF TEACHER-STUDENT READINESS AND PARENT INVOLVEMENT

Ni Made Ratminingsih[1], Made Hery Santosa[2*], I Ketut Trika Adi Ana[3], Noni Agustina[4]
[1,2,3]Universitas Pendidikan Ganesha, Indonesia
[4]Universitas Esa Unggul, Indonesia
made.ratminingsih@undiksha.ac.id, mhsantosa@undiksha.ac.id, adi.ana@undiksha.ac.id, and noni@esaunggul.ac.id
*correspondence: mhsantosa@undiksha.ac.id
https://doi.org/10.24071/llt.v28i2.9542
received 15 August 2024; accepted 02 September 2025

Abstract
While literacy serves as the foundation of language proficiency and a key predictor of academic success, its development depends on teacher and student readiness, parent involvement, and effective use of media such as stories. Previous studies show that story-based learning enhances comprehension and supports early reading, especially when sustained collaboration between teachers and parents is present. Due to the growing emphasis on early literacy and the integration of stories in language education, this study investigates the underexplored factors of teacher readiness, student readiness, and parent involvement in ensuring effective literacy development for young learners. The researchers employed a descriptive-quantitative research design using a survey. This study involved seven teachers, 202 students, and 124 parents as participants. Three questionnaires were used as the primary instruments to collect data. The data were analyzed descriptively using statistical descriptive analysis. The findings revealed that teacher readiness was very high, whereas students' readiness and parents' involvement were high for enhancing learner's literacy development through story-based learning. Thus, it is concluded that the teachers have satisfying readiness, while the learners and parents hold high readiness and involvement that support literacy success. These results imply that all parties should work collaboratively to build young learners' literacy skills, which are vital for academic accomplishment.

Keywords: English literacy, parent involvement, story-based learning, student readiness, teacher readiness

Introduction

Teaching English to children is a great challenge in Indonesia. Existing studies have reported that Indonesian students only use English when they receive English lessons in class (Bashori et al., 2021). They learn English just to pass exams (Rini, 2014; Silalahi & Sitorus, 2021), as they rarely use it to communicate in society. Moreover, young learners quickly lose their focus and concentration while

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

learning (İlter, 2015; Padmadewi et al., 2023) and also cannot understand abstract concepts (Ratminingsih & Budasi, 2020; Ratminingsih et al., 2021; Swingley & Humphrey, 2018; Uysal & Yavuz, 2015). They prefer playing rather than learning (Dong et al., 2020; Letourneau & Sobel, 2020). In this context, they quickly get bored when learning is monotonous (Ratminingsih & Budasi, 2020) and demotivated (Almekhlafy & Alqahtani, 2020), in turn leads to low learning achievement. Hence, teachers need to be creative in using strategies and media that are relevant, fun, and interesting (Nguyen et al., 2024; Pertiwi et al., 2022) in order to develop their English literacy.

Several previous studies have proven that the English literacy level of Indonesian students is low (Marmoah et al., 2022; Wulandari et al., 2021). This is caused by low reading interest (Wulandari et al., 2021). Based on those problems, increasing a nation's literacy must start with primary education (Fernández-Villardón et al., 2021; Llorent-García et al., 2022). Activities to cultivate reading habit should be strongly encouraged (Rusiana et al., 2024). Besides, using interesting learning media as a learning resource is one of the solutions. Numerous research has confirmed that using stories increases student motivation (Ratminingsih & Budasi, 2020; Santosa et al., 2021). It improves vocabulary development (Niklas et al., 2016; Silalahi & Sitorus, 2021). Other studies suggest that digital storybooks (Drajati et al., 2023; Maharani & Santosa, 2021) or printed storybooks (Ratminingsih & Budasi, 2018) improve young learners' literacy skills.

In order to reach the success of English literacy skills, one of the most essential elements in this process is teacher readiness. As Lynch et al. (2017) argue, the preparedness of teachers plays a critical role in enhancing the quality of learning experiences in the classroom. This readiness extends beyond content knowledge to include pedagogical competence, such as the selection of appropriate teaching models, styles, and media. In this regard, effective teacher modelling significantly contributes to fostering students' interest and engagement in learning (Lestari et al., 2020; Lynch et al., 2017). However, teacher readiness alone is insufficient without considering learners' preparedness (Kaltsum, 2016). Students' readiness, including their motivation, preferred learning styles, access to suitable media, and availability of supportive facilities, constitutes a fundamental determinant of their learning outcomes (Mutiah et al., 2020). Thus, it is essential to adopt a learner-centred perspective that recognizes the agency of students in shaping their educational experiences.

Equally important is the role of the home environment, particularly parent involvement, which has been consistently linked to improved language development and literacy acquisition. Froiland (2021) and Gay et al. (2021) highlight that when parents are actively engaged in their children's learning, it not only reinforces language development but also cultivates positive attitudes toward education. Moreover, Harji et al. (2016) emphasize that such involvement significantly enhances literacy skills, thereby supporting broader academic achievement. Taken together, these findings emphasize the need for an integrative approach to English language learning—one that acknowledges the interconnectedness of teacher competence, student readiness, and parent support as mutually reinforcing dimensions of a successful educational ecosystem. To ensure the success of literacy skill development, all parties, teachers, students, and parents, should collaborate in utilizing stories either at school or home.

Story-based learning is not just an instructional strategy, but it is a powerful pedagogical approach that utilizes narratives to enhance readiness, comprehension, and language development in the classroom. It engages students emotionally and cognitively by situating knowledge within meaningful contexts, making abstract concepts more relatable and memorable. Through storytelling, students can develop language skills, critical thinking, and creativity in a more engaging and holistic way. To implement story-based learning optimally, the collaboration between parents and teachers is needed (Brown, 2014). The role of the teacher is vital as a facilitator and mediator of learning (Isnaini et al., 2024). Parent involvement can support the improvement of students' language skills (Gay et al., 2021) and increase motivation, academic grades and competitiveness (Froiland, 2021). Research highlights that collaboration between teachers and parents can help elementary school students understand the lesson. It can take the form of assisting student learning at home and providing the necessary learning supports and facilities (Maruddani & Sugito, 2022). Furthermore, studies discovered that parents are the basis for children's success in learning to read (Gijbels et al., 2021). Based on the aforementioned insights, this study investigates teacher and student readiness, as well as parent involvement in supporting literacy development through digital and print story media, highlighting the shared responsibility among all stakeholders to strengthen early literacy outcomes.

Due to the urgency of providing empirical evidence of the literacy skills development in Indonesia from the multifaceted perspectives, this research investigates three variables, namely teacher readiness, student readiness, and parent involvement. Teacher readiness plays a vital role in shaping student learning outcomes, as it encompasses teachers' ability to align instructional content with the curriculum, apply effective teaching methods, and engage students actively in the learning process. Lynch et al. (2017) have identified three key components of readiness, namely alignment, capabilities, and engagement, which together form an integrated framework for effective teaching. Additionally, Mutiah et al. (2020) highlight dimensions specific to English language instruction, namely effective communication, engagement, pedagogical competence, and teacher self-competence. These aspects emphasize the importance of teacher readiness in relation to the broader learning environment, parent involvement, and student characteristics in fostering critical language awareness.

In the context of story-based learning, student readiness emerges as a pivotal cognitive aspect that shapes how students engage with narratives, internalize language input, and construct meaning which influence success in English literacy. Several factors influence student readiness, including motivation, individual characteristics, media use, self-confidence, and learning autonomy (Lynch et al., 2017). Moreover, the learning media used such as textbooks and learning styles are shaped by the influence of both parents and teachers (Mutiah et al., 2020). Therefore, key indicators for assessing student readiness include learning motivation, learning styles, learning media, and supporting facilities at schools and at home.

When embedded in story-based learning contexts, parent involvement becomes a transformative factor where parents' awareness and sensitivity to their children's literacy journey can extend the learning experience beyond the classroom into the home environment (Harji et al., 2016). The parent involvement plays a

crucial role in enhancing students' motivation, academic performance, and competitiveness, while also fostering a collaborative spirit (Froiland, 2021). This involvement includes both psychological and emotional support that contributes to children's educational development and academic achievement. In the context of literacy, the parent involvement can be observed through four key dimensions: engaging children in conversations about books, providing access to books at home, participating in shared reading and asking questions about the story, and modelling positive reading habits (Gay et al., 2021). Additionally, six broader aspects highlight the depth of parent engagement: shared reading, cultivating reading habits at home, setting reading expectations, developing critical thinking, providing resources and literacy-rich experiences (e.g., library or museum visits), and motivating children to improve their language skills (Froiland, 2021; Merga & Roni, 2018).

While teacher readiness, student readiness, and parent involvement are widely acknowledged as key factors in effective education, empirical studies rarely examine the interplay of these three elements. This gap becomes critical in elementary English classrooms where story-based learning is promoted as one of potential strategies for developing English literacy. To fill the gap, this study is intended to explore teacher readiness, student readiness, and parent involvement in supporting the literacy development of young learners through the use of story-based learning media, either digital or printed. Henceforth, the study aimed to answer the following research questions:

1. What is the level of teacher readiness in facilitating young learners' literacy development through both digital and printed story-based learning media?
2. What is the level of student readiness to participate in both digital and printed story-based learning activities for literacy development?
3. To what extent do parents participate in supporting young learners' literacy development through digital and printed story-based learning media?

The answers to the questions provide theoretical and practical bases to pre- and in-service teachers the importance of story-based learning, readiness, and involvement in fostering young learners' literacy development and share knowledge with parents that their involvement plays a vital role in successful learning in general and their children's literacy development programs.

Method

This study employed a descriptive quantitative research design, specifically using a survey with questionnaires as the main instruments. This design is well-suited to the study's objectives, as it allows for the systematic collection and analysis of data on teacher readiness, student readiness, and parent involvement within the context of story-based English literacy instruction in elementary English classrooms (Creswell & Creswell, 2018). The population covered teachers, students, and parents who agreed to participate in the study. The sampling techniques used were multi-stage sampling. First, the researchers applied purposive sampling to determine the setting of the study. The primary purpose was to decide on the schools under research that have taught English since the first grade. These schools must also envision literacy as a primary objective aligned with the current

national curriculum. They also implement School Literacy Movement, supported by storybooks, periodical literacy professional development programs with school teachers' association, and occasional school boards' meetings involving parents. Based on the criteria, two elementary schools in North Bali, Indonesia, fulfilled the requirements. One place represented the government school, and the other denoted a privately funded school. Ethical considerations were addressed by obtaining informed consent, ensuring participant anonymity, and guaranteeing that data would be used solely for research purposes.

To select the teachers as the samples of the study, the researchers employed total sampling techniques since only seven teachers were handling English classes in those two schools. The total population of students was 478, and the sampling technique occupied was proportional stratified sampling. Stratified sampling was done by determining whether the students taking part in the research were those from grades 4, 5, and 6, and the proportion was decided based on the number of students in each grade. Using this sampling technique, a total of 202 students were selected as participants: 65 from Grade 5, 76 from Grade 4, and 61 from Grade 6. These students had a high proficiency level (>80), measured from the results of the teachers' summative assessment prior to the study. Meanwhile, parents, coming from medium-high economic background, were selected through convenience sampling from among these 202 students. As a result, 124 parents who were willing to complete the questionnaire participated in the study.

Three main instruments were utilized to collect the data. The instrument to obtain data about teacher readiness was created based on three aspects: teacher alignment, teacher capabilities, and teacher engagement (Lynch et al., 2017). The instrument to gain data about student readiness was made by covering four aspects: learning motivation, learning style, learning media, and facilities (Mutiah et al., 2020), while the instrument to get the data about parent involvement included six aspects, culture of reading, provided facilities for reading, model of love reading, encouragement and motivation, setting the high expectation, and introducing character building (Gay et al., 2021; Harji et al., 2016; Merga & Roni, 2018). There were 31 items, 20 items, and 18 items, respectively, for all instruments. They had undergone expert judgment from two raters in English education for content validity (1.0), which means that the instruments had high content validity.

Furthermore, the instruments were also tested for empirical validity using the Pearson Product Moment. The results showed that all 20 items of students' readiness had correlation coefficients ranging from 0.398 to 0.677, all exceeding the critical value of 0.126 and all 14 items of teachers' readiness had correlation coefficients ranging from 0.634 to 0.769, all exceeding the critical value of 0.234. Additionally, all 18 items of parent involvement had correlation coefficients ranging from 0.531 to 0.678, all exceeding the critical value of 0.175. Therefore, all items were deemed empirically valid. In calculating the reliability, it used Cronbach's Alpha. The results signified that all instruments were reliable (students' readiness α=.831; teachers' readiness α=.749; parent involvement α = .886). Thus, they were ready to use to collect data.

The data were collected during June and July 2024 in two ways: (1) through direct school visits, during which teachers assisted in gathering the students and guiding them to complete the questionnaires on their smartphones, and (2) indirectly, through online questionnaire completion at the convenience of teachers

and parents. The data were then analyzed descriptively using statistical descriptive analysis, specifically measuring the ideal mean scores from the different instruments. The analysis of ideal mean scores employed Creswell and Creswell's (2018) theoretical ideal reference assessment criteria as in Table 1.

Table 1. Theoretical ideal reference assessment criteria

Score	Criteria
$X \geq Mi + 1.5Sdi$	Very high
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	High
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Low
$X < Mi - 1.5Sdi$	Very low

Notes:
$\bar{x}$ = Mean
Mi (Ideal Mean) = $\frac{1}{2}$ (Maximum score + Minimum score)
Sdi (Ideal Standard Deviation) = $\frac{1}{6}$ (Maximum score - Minimum score)

Findings and Discussion

Findings

Teacher readiness in implementing story-based learning for literacy development

There were three main aspects measuring teacher readiness: alignment, capabilities, and engagement. The survey of the total respondents (7 English teachers) indicated that their readiness to teach using story-based media was categorized as very high, as reported in Table 2.

Table 2. Teacher Readiness in Implementing Story-based Learning

N		Mean	Median	Std. Deviation	Maximum	Minimum
Valid	7	43.66	43.33	3.62	51.66	10.33
Missing	0					

Considering the descriptive statistical analysis result in Table 2 and the calculation of Mi and Sdi, the theoretical ideal reference assessment criteria were determined as described in Table 3.

Table 3. Theoretical Ideal Reference Assessment Criteria of Teacher Readiness

Score	Calculation	Criteria
$X \leq Mi + 1.5Sdi$	$X \leq 41.32$	Very high
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	$34.39 \leq X < 41.32$	High
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	$27.59 \leq X < 34.39$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	$20.66 \leq X < 27.59$	Low
$X < Mi - 1.5Sdi$	$X < 20.66$	Very low

The mean score of seven teachers was 11.02. It can be concluded that teacher readiness was categorized as very high. This finding was supported by the results from each aspect presented in Figure 1.

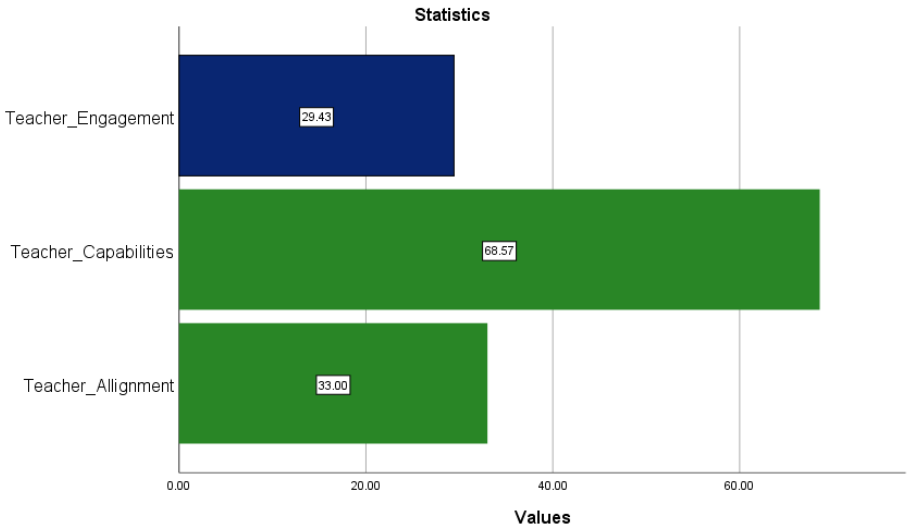


Figure 1. Teacher readiness

Figure 1 reveals that the aspects of teacher alignment and capabilities obtained mean scores of 33.00 and 68.57, which were respectively classified as very high. Meanwhile, the aspect of teacher engagement was also in the high category, reaching a mean score of 29.43.

Student readiness in learning English using stories for literacy development

The student readiness results were analyzed from four perspectives: motivation, learning style, media, and facilities. The descriptive statistical analysis is synthesized in Table 4.

Table 4. Student readiness in English learning using stories

N		Mean	Median	Std. Deviation	Maximum	Minimum
Valid	202	20.31	21.00	3.39	27.50	5.50
Missing	0					

Following the results presented in Table 4 and the calculation of Mi and Sdi, the theoretical ideal reference assessment criteria are to be determined as described in Table 5.

Table 5. Theoretical ideal reference assessment criteria of student readiness

Score	Calculation	Criteria
$X \leq Mi + 1.5Sdi$	$X \leq 27.50$	Very high
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	$18.30 \leq X < 22.00$	High
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	$14.70 \leq X < 18.30$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	$11.00 \leq X < 14.70$	Low
$X < Mi - 1.5Sdi$	$X < 11.00$	Very low

The mean score of 202 students, as presented in Table 4, was 20.31. Henceforth, student readiness was categorized as high, comprising the four aspects portrayed in Figure 2.

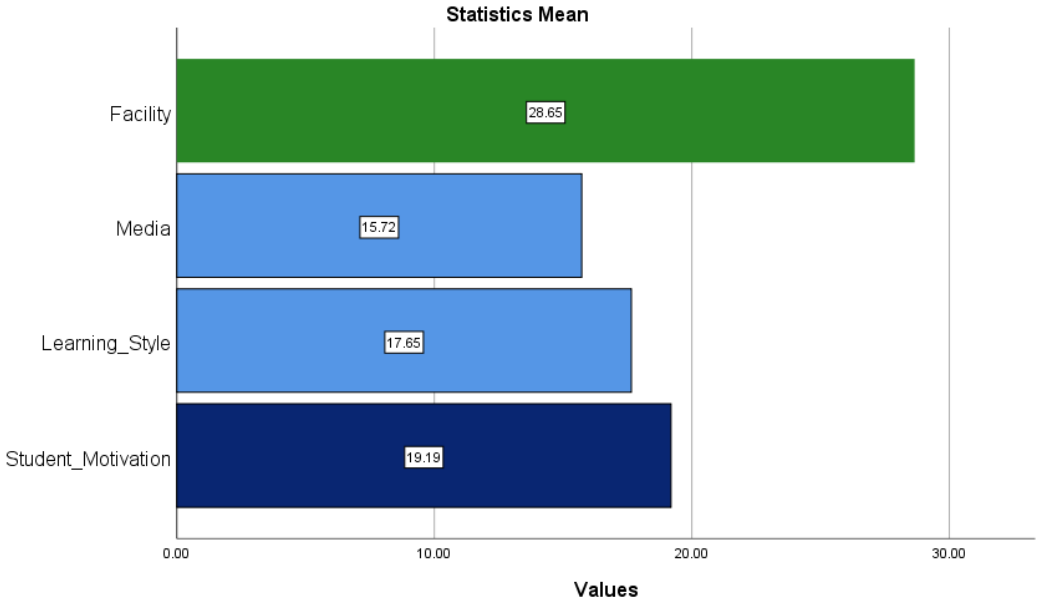


Figure 2. Student readiness

Figure 2 shows that the aspect of facilities obtained a mean score of 28.65, which was classified as very high. Meanwhile, students' learning motivation was in the high category with a mean score of 19.19. In contrast, the aspects of media and learning style, with mean scores of 15.72 and 17.65 respectively, were categorized as moderate.

Parent involvement in English literacy development via story-based learning

The finding showed that the parents' involvement was also classified as high. Six aspects were analyzed, namely, the culture of reading, providing reading facilities, model of love reading, encouragement and motivation, setting high expectations, and building character development, as reported in Table 6.

Table 6. Parent involvement for children's English literacy development

N		Mean	Median	Std. Deviation	Maximum	Minimum
Valid	124	11.02	11.25	2.75	15.00	3.00
Missing	0					

Regarding the descriptive statistical analysis result in Table 6 and the calculation of Mi and Sdi, the theoretical ideal reference assessment criteria were resolved, as shown in Table 7.

Table 7. The theoretical ideal reference assessment criteria of parent involvement

Score	Calculation	Criteria
$X \leq Mi + 1.5Sdi$	$X < 15$	Very high
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	$10.00 \leq X < 12.00$	High
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	$8.00 \leq X < 10.00$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	$6.00 \leq X < 8.00$	Low
$X < Mi - 1.5Sdi$	$X < 6.00$	Very low

The mean score of 124 parents was 11.02. Thus, parent involvement was categorized as high. The results from each aspect, presented in Figure 3, strengthen this finding.

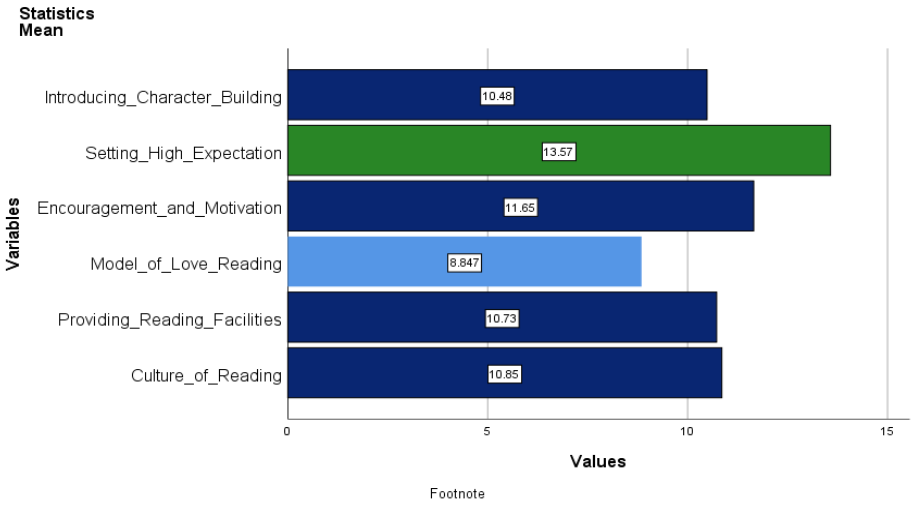


Figure 3. Parent involvement

Figure 3 illustrates that the aspect of setting high expectations achieved a mean score of 13.57, which was classified as very high. Meanwhile, the aspects of culture of reading, providing facilities, encouragement and motivation, and introducing character building obtained mean scores of 10.85, 10.73, 11.65, and 10.48 respectively, all of which were in the high category. In contrast, the aspect of modelling a love for reading was categorized as moderate.

Discussion

The findings emphasize significant issues regarding teacher and student readiness and parent involvement in the literacy development context. Teacher readiness was found to be at a very high level, which indicates that the teachers are fully prepared to implement story-based approaches in both printed (Arifatin, 2022; Cahyani et al., 2025; Paramita et al., 2022; Ratminingsih & Budasi, 2018) or digital version (Cahyani et al., 2025; Drajati et al., 2023; Maharani & Santosa, 2021). This readiness is essential because teachers serve as facilitators who not only deliver literacy instruction but also integrate technology-based strategies to enrich learning (Padmadewi et al., 2023). Story-based instruction, supported with visual and digital resources, fosters student engagement by making learning more enjoyable (Ratminingsih & Budasi, 2020), while also enhancing multiple language skills including reading, vocabulary, speaking, listening, and writing (Banoth & Muthyala, 2025; Cahyanti & Nuroh, 2023; Niklas et al., 2016; Pandiangan et al., 2024). Platforms such as YouTube and applications like Duolingo or *English with Noni* further expand opportunities for literacy development by offering interactive content and self-paced practice (Agustina et al., 2022; Pradana et al., 2023). Thus, teacher readiness not only reflects pedagogical competence but also underpins students' access to diverse literacy experiences.

Student readiness, on the other hand, was also found to be high, signalling that the students were motivated and well-supported by school and home facilities (Maruddani & Sugito, 2022; Mutiah et al., 2020). Motivation and access to resources have long been recognized as critical factors in successful language learning, and the present findings confirm this (Budasi et al., 2020). However, moderate readiness was observed in relation to learning styles and the use of varied media. This suggests that while students are eager and adequately supported, they still require guidance in adopting diverse strategies and leveraging multiple media effectively (Arrasyid, 2023). Teacher scaffolding therefore remains essential to sustain student engagement and ensure readiness translates into actual literacy growth.

Moreover, the parent involvement was categorized high, which means that the parents felt that their involvement was crucial in developing children's English literacy through stories at home. Evidence also reveals that it is significantly vital for the language development of young learners (Froiland, 2021; Gay et al., 2021) who need a lot of guidance at home and boost their literacy skills (Harji et al., 2016). They acknowledged the value of providing necessary learning materials and other facilities (Maruddani & Sugito, 2022). Yet, gaps emerged in their actual practices at home. Specifically, the parents showed limited ability to model a love of reading, with low scores on providing literacy-rich environments, cultivating reading habits, and ensuring the availability of storybooks. This discrepancy is critical, while expectations are high, the lack of consistent modelling and home support weakens the overall ecosystem of literacy development (Mahayani et al., 2025; Nurcahyoko et al., 2024; Pitoyo, 2020). As earlier research suggests, children often imitate parental behavior (Lebuda et al., 2020), meaning that when parents themselves do not read regularly, children are less likely to develop strong literacy habits (Clavel & Mediavilla, 2020; Demir-Lira et al., 2019). Thus, cultivating a reading culture by promoting shared reading in the family is recommended (Canfield et al., 2020; Vuong et al., 2021). Parents should select books that can make their children interested in reading, and studies have found that children love stories (Bansa & Wenny, 2021; de Leeuw et al., 2024; Mardasari, 2020). Therefore, shared reading activities can be done by reading stories together.

These findings highlight a dynamic but uneven interplay among the three factors. Teachers and students, both demonstrating high readiness, are positioned to collaborate effectively within the classroom setting. Students' enthusiasm and teachers' competence create a strong foundation for literacy development. Yet, without consistent reinforcement at home, this synergy remains incomplete. Parents' limited ability to model reading behaviours hinders what is achieved in school. This imbalance highlights the need for stronger school–home collaboration. Schools should not only focus on student learning but also design programs that directly engage parents in literacy initiatives. Practical strategies could include distributing bilingual storybooks, organizing workshops on bedtime storytelling, and forming literacy circles where parents regularly discuss ways to accompany their children's reading. Such initiatives empower parents to act as role models and provide consistent support, thereby reinforcing what students learn in school (Canfield et al., 2020; Rusiana et al., 2024; Vuong et al., 2021). These programs also address parents' lack of confidence in supporting English literacy, especially for those who are not proficient in English (Dewi, 2017). Therefore, fostering

stronger parental engagement alongside teacher and student readiness is essential to building a sustainable literacy ecosystem where learning is consistently supported across both school and home contexts.

The policy dimension is also important. While teachers and students demonstrate high readiness, sustained literacy improvement requires systemic support. The Ministry of Primary and Secondary Education, for instance, could promote parent-focused literacy campaigns, provide affordable access to storybooks, or facilitate community-based literacy programs. Promoting parental involvement into educational policy would ensure that responsibility for literacy is shared more equitably among schools, families, and government institutions. (Froiland, 2021; Gay et al., 2021). In this way, literacy development becomes not only a pedagogical effort but also a community-wide commitment.

The study highlights that successful literacy development depends on the interactive interplay among teachers, students, and parents. Teachers' high readiness and competence, coupled with students' motivation and enthusiasm, form a strong foundation. However, this foundation requires reinforcement from active, consistent, and meaningful parental involvement. Without it, literacy practices is limited solely in the classroom. To strengthen literacy culture, programs and policies must focus on empowering parents, ensuring that children experience literacy as an integrated, continuous process across school and home environments.

Conclusion

The main objectives of this study are to investigate the teacher and student readiness and the parent involvement in story-based learning for English literacy context. The findings expose that the teachers have a very high readiness, whereas students and parents hold a high readiness for using story-based learning to develop literacy skills. Teacher readiness is an essential factor which may affect young learners to be interested and motivated to learn both skills, such as reading and writing, to form language literacy, but also other transferred skills, such as listening and speaking, as well as vocabulary as the building block of the language skills. Student readiness is also important in motivating students to learn at school and home with adequate supporting media, facilities, and relevant strategies. More importantly, parent involvement plays a very significant role in the children's literacy development. However, it is not adequate to set high expectations for children alone. Model of love reading should be amplified and made a habit so that they become aware of the importance of reading and grow to love it. The parents' model of love reading habit should be improved to enable them confident in guiding the children improve their literacy. Nevertheless, the study has limitations in the samples, particularly the teachers, therefore future studies are recommended more on taking a bigger number of samples. Besides, it only involves two schools as the settings. Thus, more schools involved may give more robust findings. Additionally, although this study revealed very high teacher readiness and high levels of student readiness and parent involvement in supporting story-based literacy learning, further studies need to explore the existing policies more comprehensively to encourage wider community initiatives of literacy development.

References

Agustina, N., Mayuni, I., Iskandar, I., & Ratminingsih, N. M. (2022). Mobile learning application: Infusing critical thinking in an EFL classroom. *Studies in English Language and Education*, *9*(2), 724–743. https://doi.org/10.24815/siele.v9i2.23476

Almekhlafy, S. S. A., & Alqahtani, A. A. J. (2020). The visual memory development technique: A remedial and pre-reading activity to enhance EFL learners' motivation. *Heliyon*, *6*(3), Article e03627. https://doi.org/10.1016/j.heliyon.2020.e03627

Arifatin, F. W. (2022). A narrative inquiry study on language learning through Pop-Up book. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, *8*(3), 1021–1028. https://doi.org/10.32884/ideas.v8i3.912

Arrasyid, F. I. (2023). Portraying teachers' strategies to teach English in the learning from home model. *Wiralodra English Journal*, *7*(2), 123–136. https://doi.org/10.31943/wej.v7i2.238

Banoth, S., & Muthyala, U. (2025). Using digital storytelling as a tool to enhance vocabulary for young learners. *Journal of English and Applied Linguistics*, *4*(1), 50–64. https://doi.org/10.59588/2961-3094.1182

Bansa, Y. A., & Wenny, S. (2021). Teaching English to young learners through short stories: Why and how. *Journal of Language Education and Development (JLED)*, *3*(1), 365–371. https://doi.org/10.52060/jled.v3i1.552

Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2021). Effects of ASR-based websites on EFL learners' vocabulary, speaking anxiety, and language enjoyment. *System*, *99*, Article 102496. https://doi.org/10.1016/j.system.2021.102496

Brown, H. D. (2014). *Principles of language, learning and teaching* (Fourth Edition). Pearson Education Limited.

Budasi, I. G., Ratminingsih, N. M., Agustini, K., & Risadi, M. Y. (2020). PowerPoint game, motivation, achievement: The impact and students' perception. *International Journal of Instruction*, *13*(4), 509–522. https://doi.org/10.29333/iji.2020.13432a

Cahyani, K. M., Ratminingsih, N. M., & Santosa, M. H. (2025). Elementary School Teachers' Perception Using Stories in English Language Literacy. *Jet Adi Buana*, *10*(1), 21–33. https://doi.org/10.36456/jet.v10.n01.2025.10058

Cahyanti, N. N., & Nuroh, E. Z. (2023). Digital storytelling media to improve students' speaking skills in elementary school. *Journal of Education Technology*, *7*(2), 261–268. https://doi.org/10.23887/jet.v7i2.58679

Canfield, C. F., Seery, A., Weisleder, A., Workman, C., Brockmeyer Cates, C., Roby, E., Payne, R., Levine, S., Mogilner, L., Dreyer, B., & Mendelsohn, A. (2020). Encouraging parent–child book sharing: Potential additive benefits of literacy promotion in health care and the community. *Early Childhood Research Quarterly*, *50*, 221–229. https://doi.org/10.1016/j.ecresq.2018.11.002

Clavel, J. G., & Mediavilla, M. (2020). The intergenerational effect of parental enthusiasm for reading. *Applied Economic Analysis*, *28*(84), 239–259. https://doi.org/10.1108/AEA-12-2019-0050

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

de Leeuw, R. N. H., Weijers, A., Ahle, A.-M., & Daalmans, S. (2024). How stories in the media can be meaningful in children's lives. *Media Psychology*, *27*(4), 479–502. https://doi.org/10.1080/15213269.2023.2247322

Demir-Lira, Ö. E., Applebaum, L. R., Goldin-Meadow, S., & Levine, S. C. (2019). Parents' early book reading to children: Relation to children's later language and literacy outcomes controlling for other parent language input. *Developmental Science*, *22*(3), Article e12764. https://doi.org/10.1111/desc.12764

Dewi, S. S. (2017). Parents' involvement in children's English language learning. *Indonesian Journal of English Teaching*, *6*(1), 102–122. https://doi.org/10.15642/ijet2.2017.6.1.102-122

Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, *118*, Article 105440. https://doi.org/10.1016/j.childyouth.2020.105440

Drajati, N. A., Rakerda, H., Martono, K., I., I. P., Sulistyanngrum, S. D., & Ilmi, M. (2023). Adopting digital storytelling in English classrooms: Lessons learned from Indonesian EFL teachers' reflective practice. *International and Multidisciplinary Perspectives*, *24*(4), 496–508. https://doi.org/10.1080/14623943.2023.2210072

Fernández-Villardón, A., Valls-Carol, R., Melgar Alcantud, P., & Tellado, I. (2021). Enhancing literacy and communicative skills of students with disabilities in special schools through dialogic literary gatherings. *Frontiers in Psychology*, *12*, Article 662639. https://doi.org/10.3389/fpsyg.2021.662639

Froiland, J. M. (2021). A comprehensive model of preschool through high school parent involvement with emphasis on the psychological facets. *School Psychology International*, *42*(2), 103–131. https://doi.org/10.1177/014303432098139

Gay, B., Sonnenschein, S., Sun, S., & Baker, L. (2021). Poverty, parent involvement, and children's reading skills: Testing the compensatory effect of the amount of classroom reading instruction. *Early Education and Development*, *32*(7), 981–993. https://doi.org/10.1080/10409289.2020.1829292

Gijbels, L., Cai, R., Donnelly, P. M., & Kuhl, P. K. (2021). Designing virtual, moderated studies of early childhood development. *Frontiers in Psychology*, *12,* Article 740290. https://doi.org/10.3389/fpsyg.2021.740290

Harji, M. B., Balakrishnan, K., & Letchumanan, K. (2016). SPIRE Project: Parental involvement in young children's ESL reading development. *English Language Teaching*, *9*(12), 1–15. https://doi.org/10.5539/elt.v9n12p1.

İlter, B. G. (2015). How does technology affect language learning process at an early age? *Procedia - Social and Behavioral Sciences*, *199*, 311–316. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.07.552

Isnaini, S. N., Sukma, E., Ahmad, S., & Zen, Z. (2024). What are the difficulties of teachers in implementing integrated thematic learning on the previous curriculum in elementary schools? *Mimbar Sekolah Daasr*, *11*(1), 163–175. https://doi.org/10.53400/mimbar-sd.v11i1.69014

Kaltsum, H. U. (2016). English in the 2013 curriculum in elementary school. The 3rd University Research Colloquium.

Lebuda, I., Jankowska, D. M., & Karwowski, M. (2020). Parents' creative self-concept and creative activity as predictors of family lifestyle. *International Journal of Environmental Research and Public Health, 17*(24), Article 9558. https://doi.org/10.3390/ijerph17249558

Lestari, N. M. P., Padmadewi, N. N., Dewi, N. L. P. E. S., & Artini, L. P. (2020). Observed and perceived readiness of English teachers in conducting the teaching-learning process based on 21st-century skills. *International Journal of Language and Literature*, *4*(3), 133–139. https://doi.org/10.23887/ijll.v4i3.30298.

Letourneau, S. M., & Sobel, D. M. (2020). Children's descriptions of playing and learning as related processes. *PloS One*, *15*(4), Article e0230588. https://doi.org/10.1371/journal.pone.0230588

Llorent-García, V. J., González-Gómez, A. L., Farrington, D. P., & Zych, I. (2022). Improving literacy competence and social and emotional competencies in primary education through cooperative project-based learning. *Psicothema*, *34*(1), 102–109. https://doi.org/ 10.7334/psicothema2020.372

Lynch, D., Smith, R., Provost, S., Yeigh, T., & Turner, D. (2017). The correlation between "teacher readiness" and student learning improvement. *International Journal of Innovation, Creativity and Change*, *3*(1), 1–12. https://www.ijicc.net/images/vol3iss1/Lynch_et_al_Readiness_and_Student_LO_2017.pdf.

Maharani, A. A. P., & Santosa, M. H. (2021). Exploring the implementation of process approach combined with Screencast-o-Matic and Bookcreator toward the learners' argumentative writing. *LLT Journal: A Journal on Language and Language Learning*, *24*(1), 12–22. https://doi.org/10.24071/llt.v24i1.2516

Mahayani, P. A. P., Ratminingsih, N. M., & Santosa, M. H. (2025). Parental perception of using stories in developing children's English language literacy. *The Art of Teaching English as a Foreign Language (TATEFL)*, *6*(1), 13–27. https://doi.org/10.36663/tatefl.v6i1.932

Manuaba, I. B. K. (2017). Text-based games as potential media for improving reading behaviour in Indonesia. *Procedia Computer Science*, *116*, 214–221. https://doi.org/10.1016/j.procs.2017.10.041

Mardasari, D. (2020). Various active in teaching English for young learners. *Holistics Journal*, *12*(1), 32–38. https://jurnal.polsri.ac.id/index.php/holistic/article/view/2044

Marmoah, S., Poerwanti, J. I. S., & Suharno. (2022). Literacy culture management of elementary school in Indonesia. *Heliyon*, *8*(4), Article e09315. https://doi.org/https://doi.org/10.1016/j.heliyon.2022.e09315

Maruddani, R. T. J., & Sugito, S. (2022). Teachers' and parents' collaboration in the full-day school during Covid-19 pandemic. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(4), 3771–3781. https://doi.org/10.31004/obsesi.v6i4.1731

Merga, M. K., & Roni, S. M. (2018). Empowering parents to encourage children to read beyond the early years. *Reading Teacher*, *72*(2), 213–221. http://dx.doi.org/10.1002/trtr.1703

Mutiah, S. D., Nakhriyah, M., Hidayat, D. N., & Hamid, F. (2020). The readiness of teaching English to young learners in Indonesia. *Jurnal Basicedu*, *4*(4), 1370–1387. https://doi.org/10.31004/basicedu.v4i4.541

Nguyen, M. H., Veliz, L., & Santosa, M. H. (2024). Pedagogies of multiliteracies for learner agency through English language teachers' interactive and reflexive positionings. In L. Veliz, M. Farias, & M. Picard (Eds.), *Reimagining literacies pedagogy in the twenty-first century* (pp. 175–194). Bloomsbury Publishing. https://doi.org/10.5040/9781350413696.ch-10

Niklas, F., Cohrssen, C., & Tayler, C. (2016). The sooner, the better: Early reading to children. *SAGE Open*, 1–11. https://doi.org/10.1177/2158244016672715.

Nurcahyoko, K., Anniurwanda, P., & Sudirjo, E. (2024). Investigating the factors influencing literacy skills among young students in rural areas of Indonesia. *Language Circle: Journal of Language and Literature*, *18*(2), 333–341. https://doi.org/10.15294/lc.v18i2.50287

Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., & Ana, I. K. T. A. (2023). Elementary school teachers' readiness in teaching technology-based literacy. *International Journal of Elementary Education*, *7*(2), 299–310. https://doi.org/10.23887/ijee.v7i2.61675

Pandiangan, W. M., Santosa, M.H., & Utami, I.G.A.P. (2024). Examining The Impact of digital story-based learning on English four skills for young learners. *Indonesian Journal of Social Technology*, *5*(10), 4144-4154.

Paramita, G. A. P. P., Agung, A. A. G., & Abadi, I. B. G. S. (2022). Picture story books to improve the reading skills of Indonesian language students in grade III elementary school students. *Mimbar Ilmu*, *27*(1), 11–19. https://doi.org/10.23887/mi.v27i1.45499

Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The portrait of challenges in teaching English to young learners: A case study in an Indonesian Islamic school. *Journal of English Language Teaching and Linguistics*, *7*(3), 467–478. http://dx.doi.org/10.21462/jeltl.v7i3.892

Pitoyo, A. (2020). A meta-analysis: Factors affecting students' reading interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, *7*(7), 83-92. https://doi.org/10.18415/ijmmu.v7i7.1727

Pradana, W. R. Y., Ratminingsih, N. M., & Ramendra, D. P. (2023). The effectiveness of using Duolingo on students' vocabulary mastery and writing competence of the eighth-grade students. *Jurnal Bahasa*, *18*(2), 126–142. https://doi.org/https://doi.org/10.0.93.79/18i2.13773

Ratminingsih, N. M, & Budasi, I. G. (2020). Printed media versus digital media: Which one is more effective? *Proceedings of the 3rd International Conference in Innovative Research Across Diciplines (ICIRAD 2019)*. 394. 49–55. https://doi.org/10.2991/assehr.k.200115.009

Ratminingsih, N M, Agustini, K., Budasi, I. G., Adi Ana, I. K. T., & Dewi, I.A.R. (2021). Printed and digital dictionary for multilingual literacy development: A needs analysis. *Atlantis Press, Advances in Social Science, Education and Humanities Research*, *587*, 131–138.

Ratminingsih, N M, Artini, L. P., Santosa, M. H., & Adnyani, L. D. S. (2021). *Pembelajaran bahasa Inggris untuk anak abad 21: Pegangan guru profesional* [English instruction for the 21st century students: Professional teachers' handbook]. PT. Rajagrafindo Persada.

Ratminingsih, N.M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *SHS Web of Conferences*, *42*, 00016. https://doi.org/10.1051/shsconf/20184200016

Rini, J. E. (2014). English in Indonesia: Its position among other languages in Indonesia. *Beyond Words*, *2*(2), 19–39. https://doi.org/10.33508/bw.v2i2.591

Rusiana, R., Nuraeningsih, N., & Santosa, M. H. (2024). Students' perception on Extensive Reading (ER) through virtual book club to promote a pleasure reading. *Kasetsart Journal of Social Sciences*, *45*(2), 503–512. https://doi.org/10.34044/j.kjss.2024.45.2.16

Santosa, M. H., Harismayanti, I., & Putra, I. N. A. J. (2022). Technology in action: Developing gamification handbook in English teaching and learning for the 21st century learners. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, *26*(1), 1–25. https://doi.org/10.55593/ej.26101a2

Silalahi, W. P., & Sitorus, F. R. (2021). An Indonesian EFL student's perception and experiences in repeating English language proficiency test. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(2), 1724–1729. https://doi.org/10.33258/birci.v4i2.1845

Swingley, D., & Humphrey, C. (2018). Quantitative linguistic predictors of infants' learning of specific English words. *Child Development*, *89*(4), 1247–1267. https://doi.org/10.1111/cdev.12731

Uysal, N. D., & Yavuz, F. (2015). Teaching English to very young learners. *Procedia-Social and Behavioral Sciences*, *197*, 19–22. https://doi.org/10.1016/j.sbspro.2015.07.042

Vuong, Q.-H., La, V.-P., Nguyen, T.-H. T., Nguyen, M.-H., Vuong, T.-T., Vuong, H.-M., & Ho, M.-T. (2021). Impacts of parents and reading promotion on creating a reading culture: Evidence from a developing context. *Children and Youth Services Review*, *131*, Article 106311. https://doi.org/10.1016/j.childyouth.2021.106311

Wulandari, P. R., Ratminingsih, N. M., & Budasi, I. G. (2021). Multilingual thematic picture dictionary: Assisting young learners' literacy. *International Journal of Language and Literature*, *5*(1), 20–30. https://doi.org/10.23887/ijll.v5i1.27694