MOTHER TONGUE-BASED MULTI-LANGUAGE LEARNING IN READING: DEVELOPING PARENT INFORMATIONAL SHEET

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ABSTRACT
Getting data on the mother language for primary students can be challenging in a multilingual setting as Indonesia. There are around 700 spoken languages spoken in Indonesia. It is often challenging to assess a young learner first language directly because of the shortfall of assets accessible in each language. Getting information on every child's mother tongue acquisition is very important for bridging teaching instruction in primary years, as does in reading. This study's objective was to assess the validity and reliability of an adapted parent questionnaire on the first language development of Indonesian learners that is not specific to a particular language or cultural group. This research and development use a 4-D model (define, design, development, disseminate). The defined stage consists of focus group discussion resulting in the need for mother-tongue information to support instruction in reading comprehension. The design stage is the adaptation of the Alberta Language and Development Questionnaire (ALDeQ)'s existing questionnaire leading to the parent information questionnaire design fitted into the Indonesian context. Field tests and data analysis are conducted in the developmental stage. This descriptive quantitative research did not go through the dissemination stage because not being developed wider. The Gregory content validation formula obtained a score of 1, which was categorized as very high, indicating that the instrument is eligible. The Product Moment empirical validity indicates a high validity. Reliability tests using Cronbach's Alpha formula showed a value of 0.86 which means very high.
Keywords: mother tongue, literacy, questionnaire, reading, multicultural

INTRODUCTION

The 21st-century skill that all nations should own in the world is basic literacy. Improving basic literacy skills, namely reading comprehension, is an important skill related to the needs of the 21st-century competency mental revolution. The need for 21st-century competence requires every individual to think critically, creatively, communicatively, and be able to collaborate (Fath et al., 2018). One of the basic literacy skills emphasized in the early classes is reading literacy (Oktarina et al., 2020). Reading plays an utmost important role(Luh & Windy, 2020). Literacy is understood as the ability to read and write and the ability to find specific information in the text and use them. Literacy is the ability to understand the content of a written text, both literal and inferential, and use it to develop knowledge and understanding (Rusniasa et al., 2021)(Myrberg, 2007). Reading for understanding is the core of literacy (Su & Fountas Irene C, 2001). This is following the policies and strategies of the ministry of education and culture. One of the government's efforts to increase literacy has been eradicating illiteracy (Kebudayaan, 2020). The Central Statistics Agency (BPS) census results in 2015 showed that the number of illiterate people in Indonesia is up to 5,629,943 people or 3.9% (Kemendikbud, 2019). This illiteracy rate has decreased compared to previous years. Although various efforts that the government has made to improve literacy have shown results, steps in the form of actual activities need to be developed, sharpened, and strengthened on an ongoing basis.

Many research has shown that Indonesia's reading ability is weak. The results of the literature study also showed the same thing. A report by the Center for Education and Culture Research and Policy, Research and Development Agency, Ministry and Culture (Pratiwi et al., 2020) stated that the results of PISA in 2018 released by the Ministry of Education and Culture noted that the achievement of the ability of Indonesian students aged 15 years for reading literacy is quite concerning. Indonesia is below the OECD average (Minayugie & Syahri, 2020). The cause of low PISA results for reading literacy can be drawn to the early grades of elementary school (grades 1, 2, and 3). Early *Grade Reading Assessment* (EGRA) results in seven provinces show that 2nd and 3rd graders can generally read a word but do not understand the meaning (Pendidikan & Jakarta, 2017). INOVASI presented the same thing in 2018, which concluded that students in grades 1-3 could not read independently (Inspirasi et al., 2021) (Puspendik, 2016). Weak reading ability continues to occur so that more than 55% of 15-year-olds in PISA tests fall into the category of functional illiteracy, which can read the text but cannot answer questions according to the text). Reading is the ability to understand information. The emphasis on reading lies in understanding. The results of the survey and literature review indicate that the interest in reading and literacy of the nation is an issue that must be taken seriously. Therefore, literacy in reading-writing becomes one of the needs that must be instilled early on. The earlier the intervention is done, the more impactful the learning will be.

LITERATURE REVIEW

Early intervention is vital. One way that can be used to improve students' understanding is reading instruction with explicit strategy teaching (Ballou, 2012). In the Indonesian context, which is a multicultural country, teaching reading strategies in Indonesian is a problem. Indonesia is a multicultural country, and it is rich in languages. Around 700 regional languages (Sukoco et al., 2020) are used as mother tongues. Indonesian itself is only used by about 20% of the population (*[Endline Program] Pembelajaran Multi Bahasa Berbasis Bahasa Ibu Di Bima, NTB & Sumba Timur, NTT*, 2021). This means that most early graders enter school and attend lessons with instructions in a language they do not understand. A study from (Sukoco et al., 2020) states that children who are not fluent in Indonesian have lower literacy and numeracy skills than those already familiar with Indonesian. This has a significant impact on students' reading comprehension.

Many early grade teachers only use Indonesian when teaching. This practice is difficult for children who are not fluent in Indonesian when they have not yet entered school. A study by Save The Children stated that only 10% of the total Indonesian population received education in their mother tongue. The impact of this phenomenon is that students' literacy ability in the early grades is low. The community considers that Indonesian as a unified language must be used in various aspects of life, including the education sector. In the world of education, Indonesian is not only found in textbooks but also in teaching instructions. Presidential regulation No. 63/2019 emphasizes that Indonesian must be used as the language of instruction in education. However, Regional languages can be used as a language of instruction to facilitate understanding. Knowing each child's mother tongue ability is essential for assessing the language skills students

bring to the classroom. Students with high mother tongue skills have high language proficiency that impacts higher understanding skills. These language skills can be an essential tool when learning a second language.

Supporting the efforts made by the government to improve reading instruction and considering the results of studies on the importance of bridging student learning in the early grades by using the mother tongue, an instrument is needed that can collect data on each student's mother tongue ability. The instrument used in the early stages is the parent information sheet. The data obtained from this parental information sheet provides an initial picture of students' ability to understand language.

The mother tongue proficiency instrument used in this study is the modification of the Alberta Language and Development Questionnaire (ALDeQ). The ALDeQ is a questionnaire developed by the Linguistics University of Alberta Department. This instrument is designed so it is helpful for speech-language pathologists to obtain information on English language learners' first language development, particularly where the first language cannot be examined directly (Paradis et al., 2010). The information provided by the ALDeQ could be used in conjunction with other measures to identify children with language impairment among English language learners. The existing ALDeQ was modified for this research, in conjunction with the Indonesian context.

METHOD

This study's objective was to assess the validity and reliability of an adapted parent questionnaire on the first language development of Indonesian learners that is not specific to a particular language or cultural group. So, this research is included in research and development with a 4-D model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. This development model consists of 4 main stages, namely: (1) define, (2) design, (3) develop, and (4) disseminate. However, this study did not disseminate because this research was not developed on a broader scale, either in other classes or in other schools. Using the Gregory equation, content analysis is carried out to determine the validity of the instrument's content. For the study of the polyatomic data, the researcher uses Product Moment, while for the reliability.

FINDINGS AND DISCUSSION

The first step is the definition stage. This stage helps determine and define the needs in adapting the questionnaire. In addition, this stage also serves to collect various information related to the questionnaire that will be adjusted. Several steps are taken, including initial or front-end analysis, student analysis, and concept analysis. The initial study was carried out to find out the fundamental problems concerning the understanding and ability of the mother tongue. At this stage, the facts of problem-solving are raised to make it easier to adapt the questionnaire. The student analysis stage is critical in the early stages of planning. This analysis is carried out by observing the characteristics of students, including considering the factors, habits, abilities, and experiences of students in groups and individually. In addition, academic ability, age, and growth are also considered. Concept analysis aims to determine the material's content, which questions are eliminated,

changed, or maintained. Concept analysis is made in the concept map discussed in the Focus Group Discussion and literature study.

The development stage is done by testing the validity of the content. The content validity measures the extent to which the items in the instrument represent components of the entire area in the content being measured and the time to which the items reflect behavioural traits that will be measured(Heri, 2016). Validity is an indispensable term required in an instrument's development. According to Sireci, supported by Lissitz and Samuelsen(Lissitz & Samuelsen, 2007), validating a tool in education must pay attention to the content analysis and empirical analysis of the scores obtained by the instrument itself and the scores of the respondents. The instrument content analysis in this study is associated with content analysis which will then also be analyzed empirically to prove to construct comment. Both of these analyzes are intended so that the instruments made in the world of education are qualified following the standards of instrument development.

The validity of the content in this study was measured using an expert test. Expert tests are also carried out to calculate the domain that determines the content validity satisfaction (content-related). It is necessary to prove an instrument; in this case, a self-assessment is proven valid if the experts believe that the device has measured the mastery abilities defined in the domain or the measured psychological construct. In this study, content validity with expert testing uses the formula suggested by Gregory. An index ranges from 0-1. The calculation is done by making a contingency table on two experts. The consensus index for content validity compares item scores based on two experts who have the relevant category of all items.

Table 1. The relevance category scoring with two validators

	Validator 2	
Validator 1	Weak	Strong
Weak	A	B
Strong	C	D

Formula 1. Content validity coefficient

$$\frac{D}{(A+B+C+D)}$$

The content validation test by two experts in this study was carried out by linguists, assessment experts, and education practitioners. Experts have knowledge qualifications in assessment, education, and language, and it means that these items are suitable for use in trials. The expert test results were analyzed using the Gregory formula and obtained a coefficient of 1, which is included in the very high category.

After obtaining the validation of a competent expert, a revision of the assessment is carried out for improvement. The two experts re-examine the input and instrument repair results until they state that it is feasible for a limited trial to be carried out. The self-assessment instrument uses a Likert scale with three scales. The third scale is used because this instrument is used by early childhood. Various studies suggest that due to the limited understanding of children in using the Likert scale, the scale should be simplified and words made straightforward.(Mellor & Moore, 2014). Adaptation needs to be done, and a three-scale Likert scale is valid for use by children with the help of words(Royeen, 1985). Using a hierarchy of three in the Likert model can consider the child's capacity to respond to items(Wright & Asmundson, 2003).

Limited trials were conducted on 2nd-grade students at SDN 5 Penatih. A validity test is needed to see how accurately a measuring instrument performs its measuring function(Azwar Saifudin, 1986). In addition, validity is a measure that shows that the measured variable is the variable that the researcher wants to study(Zulganef, 2006). This study's empirical or concurrent validity was analyzed by product moment because the data obtained were polytomies. This analysis correlates each item's score with the total score. The total score is the sum of all things. Question items that are significantly associated with the full score show that these items can provide support in revealing what they want to display. Suppose the r count is more significant than the r table (with a significance of 0.05). In that case, the instrument or question items are significantly correlated with the total score and can be declared valid. The entire column indicates the validity of each item. Based on the r table, because the number of respondents is 32, the minimum Pearson Correlation value is 0.361 (for a significance of 0.05). The calculations using SPSS show that almost all items except item number 28 have met the requirements with a significance of 0.05. The total score is above 0.361. 96% of the questions are declared valid. Table 2 shows the results of the analysis of the validity of all items.

Table 2. Correlation results

Correlation		Correlation		Correlation	
Q1	0.468	Q11	0.141	Q21	0.410
Q2	0.558	Q12	0.416	Q22	0.447
Q3	0.707	Q13	0.473	Q23	0.400
Q4	0.414	Q14	0.392	Q24	0.437
Q5	0.487	Q15	0.451	Q25	0.452
Q6	0.576	Q16	0.389	Q26	0.477
Q7	0.499	Q17	0.507	Q27	0.414
Q8	0.4	Q18	0.375	Q28	0.283

Q9	0.467	Q19	0.369	Q29	0.403
Q10	0.395	Q20	0.471	Q30	0.371
				Q31	0.540
				Q32	0.501

Question number 6 has a total score of 0.253 and is declared invalid. There are three possibilities why the item is invalid. The respondent does not understand the statement, the statement item is not following the objective conditions, or the respondent hesitates to answer so that he answers it carelessly. Statement number six is "I can read some names and words." The 'I can' category may confuse respondents; what base can they state that they can? It is almost the same as statement number 5, although, with a significance of 0.05, it is considered valid, with a significance of 0.01, it is not valid. The choice of the word 'know' is in the form of a statement 'I know most names and letter sounds. The ambiguity of the 'know' indicator makes the respondents hesitate to answer. The reason for this invalidity was also found in Lee's research. J Cronbach stated that many studies show that scores can be influenced by variables other than those that should be tested. In this context, the possibility is a confusion variable, for example, the number of statements that "cannot be explained" and clearly understood, which should be clearly explained between "yes" or "no"(Cronbach, 1946).

The instrument's reliability was tested using the Cronbach Alpha test because the instrument had more than one correct answer. Alpha Cronbach is also used because the research instrument is a questionnaire with a graded scale. High and low reliability are empirically indicated by a number called the reliability coefficient value. If the Cronbach Alpha reliability coefficient has been calculated, that value will be compared with the Cronbach Alpha reliability coefficient criteria to determine a reliable instrument. According to Nunnally(Streiner, 2003), the tool is reliable if the Cronbach Alpha reliability coefficient is more than 0.70. According to Streiner, the Cronbach Alpha reliability coefficient should not be less than 0.9. If the reliability coefficient of Cronbach's Alpha is less than 0.7, Tavakol and Dennick (2011) suggest revising or eliminating items that have a low correlation. If Cronbach's Alpha coefficient is more than 0.9, it is recommended to reduce the number of the same questions(Febrianawati Yusup, 2018). The data obtained were processed using the SPSS program. The data from the instrument test results were carried out on 38 students with ten statements. The reliability value showed an upper value of 0.86; if viewed from the reference described above, the reliability was classified as very high. Considering the results of this analysis, the adapted questionnaires is maintained. It means that the developed instrument grid remains the same before being tested.

CONCLUSION

Knowing the mother tongue ability of each child is very significant for the development potential of children's literacy. In teaching reading in the classroom, mother tongue can be used as instruction in bridging learning, considering Indonesia is

multicultural. The adaptation of the Alberta Language and Development Questionnaire (ALDeQ) parent information sheet can be used to obtain information about the mother tongue ability of each child that is not specific to a particular language or cultural group.

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