

The Effect of Literacy Pattern and Mother Tongue on the Language Learning Ability during Learning from Home

I Wayan Numertayasa^{1,*}, I Putu Oka Suardana², Pande Agus Adiwijaya³

¹STKIP Suar Bangli, Bali, Indonesia

²Program Studi Pendidikan Bahasa dan Sastra Indonesia, STKIP Suar Bangli, Bali, Indonesia

³Program Studi Pendidikan Bahasa Inggris, STKIP Suar Bangli, Bali, Indonesia

*Corresponding author. Email: numertayasawayan@gmail.com

ABSTRACT

One of the literacy parts is literacy pattern. This pattern forms the literacy habit which could help the students in learning a language. Besides that, many kinds of ethnic backgrounds in Indonesia led to the emergence of local languages. These languages tend to be the mother tongue of the students. Furthermore, in the language learning process, the mother tongue is important because it could affect students' language ability. Thus, this study aimed at describing: 1) literacy pattern of the students' parents; 2) students' mother tongue; 3) the effect of literacy pattern and mother tongue on the language learning. This study was conducted by a mixed method with a sequential strategy. It was conducted in VII Grade classes of Junior High School in the Eastern Bali region. The subjects were parents and students of VII Grade students at Junior High School in the Eastern Bali region. The data analysis used quantitative and qualitative analysis combination. The data collection used observation, interviews, questionnaires, and documentary studies. The findings showed that (1) the literacy patterns of the parents during the learning from home were reading literacy pattern and digital literacy pattern, (2) the mother tongue of the students of VII Grade students of Junior High School were Balinese and Indonesian, (3) there was significant effect between literacy pattern and language learning, while mother tongue had no significant effect on the students learning ability. Therefore, it is suggested to the parents that the literacy pattern should be implemented in accompanying the students in learning from home.

Keywords: *Language ability, literacy pattern, mother tongue*

1. INTRODUCTION

Learning from Home (LFH) is a policy taken by the Government of Indonesia to conduct education in Indonesia during the Covid-19 pandemic. Not only the teaching-learning process that should be conducted from Home (LFH) but also other programs such as literacy activity at school.

In general, literacy can be defined as proficiency in reading and writing. Literacy is a learning process that can make an individual who initially did not know to be an individual who can represent as well as to utilize the studied objects in supporting the activity of creating and representing (Iriantara & Soenendar, 2010). Literacy is an ability to access, understand, and use something smartly through any activities, such as

reading, observing, listening, writing, and/or speaking (Wiedarti & Laksono, 2016). Therefore, it can be said that literacy is a proficiency of reading, observing, listening, writing, and/or speaking to comprehend information analytically, critically, and reflectively. One part of literacy is Literacy pattern. Literacy pattern is a form or structure that occurs continuously in a certain condition which is done by a group in conducting a series of learning starting from the step of accepting and reading until the step of creating. Therefore, Literacy pattern is important in literacy implementation as well as in learning that must be recognized by parents in accompanying their children in LFH.

Besides literacy, the mother tongue is another crucial aspect that should be considered when the

students are learning a language. The mother tongue has a significant role in learning a second language, one of them is the national language. The national language, of which for 85% of Indonesian, is the second language. It should be introduced and taught after the students mastered reading and writing in their mother tongue. Don't be rush. The perfection of mother tongue development will help the development of national language mastery. In vice versa, the imperfection of mother tongue development will be the cause of imperfection of other language mastery (Suherdi, 2012).

Based on this description, literacy pattern and mother tongue are two important aspects that must be understood by teachers and parents in implementing LFH. Besides that, LFH is conducted through online learning. Through online learning, the students could further develop their abilities in a better direction (Numertayasa, 2018). Therefore, to succeed in the implementation of online learning through LFH, so the parents should understand the literacy pattern and mother tongue.

Based on the above description, this study aimed at describing (1) literacy pattern which is conducted by the parents; (2) students' mother tongue; and (3) the effect of literacy pattern and mother tongue upon the language learning.

2. METHOD

This study used a mixed method with a sequential strategy. The strategy combines the existing data from one method to another method. According to Creswell, a sequential strategy can be done initially with an interview to get qualitative data, and then followed by quantitative data (Creswell, 2010). This study was conducted by collecting qualitative data related to literacy pattern used by the parents and the students' mother tongue. Afterward, quantitative data were collected concerning the effect of literacy pattern and mother tongue upon the student's language ability. The qualitative data of this study were collected through interviews and observation. Meanwhile, the quantitative data were collected through a test. The test was a language ability test consisting of (1) listening, (2) speaking, (3) reading, and (4) writing test.

This study was conducted in Class VII of Junior High School in Eastern Bali. The subjects of this study were the parents and students of class VII of Junior High School in Eastern Bali. The population of this study was the parents and students of class VII of Junior High School in Eastern Bali. The sampling technique was area sampling, i.e., sampling technique which is based on the area as the core representing the population. Therefore, the research samples were 10 parents and 10 students of class VII who were chosen

from 3 schools in bangle, 3 schools in Klungkung, 2 schools in Gianyar, and 2 schools in Karangasem. Objects of this research were literacy pattern, mother tongue, and language ability in learning Indonesian. The data analysis used a combination of qualitative and quantitative analysis. The procedure of qualitative analysis consisted of (1) data reduction, (2) data display, and (3) concluding. The quantitative analysis used a hypothetical test by using Regression Analysis.

3. FINDINGS AND DISCUSSION

There were three research problems such as (1) the literacy pattern used by the parents in accompanying their children in Learning from Home; (2) the students' mother tongue; (3) the effect of literacy pattern in mother tongue upon students' language ability.

3.1. Literacy Pattern

Generally, literacy can be defined as proficiency in reading and writing. Literacy is a learning process that can make an individual who initially did not know to be an individual who can represent as well as to utilize the studied objects in supporting the activity of creating and representing (Iriantara & Soenendar, 2010).

In this 21st Century, the students' literacy ability is highly related to the demand for reading skill which culminates in the ability to understand information analytically, critically, and reflectively. Related to this, literacy is an ability to access, understand, and use something smartly through any activities, such as reading, observing, listening, writing, and/or speaking (Wiedarti & Laksono, 2016). Therefore, literacy can be defined as proficiency in reading, observing, listening, writing, and/or speaking to comprehend information analytically, critically, and reflectively.

One part of literacy is literacy pattern. Literacy pattern is a form or structure that occurs continuously in a certain condition which is done by a group in conducting a series of learning starting from the step of accepting and reading until the step of creating. In this case, the knowledge of an individual has a significant effect on the literacy activity, because literacy will always develop of which not only based on reading ability in oral aspect, but also how and to what extent the individual could understand and represent what have been acquired (Miftah, Rizal, & Anwar, 2016).

The literacy pattern in education is implemented through the School Literacy Movement (*GLS*). *GLS* is the basic thing to develop literacy (Kusmana, 2017). The literacy pattern consists of (1) basic literacy pattern, (2) library literacy pattern, (3) media or digital literacy pattern, (4) visual literacy pattern, and (5) technology literacy pattern. Basic literacy pattern focuses on *GLS*. The literacy activities in Junior High

School consist of (1) habituation step, (2) development step, and (3) learning step (Retnaningdyah & Wiedarti, 2016). The main characteristic of these three steps is 15 minutes of reading activity. This activity is categorized as a reading literacy pattern. Library literacy pattern is an additional skill to maximize the existing reading literacy. Media or digital literacy is a skill to understand any kinds of different media i.e. printed media and electronic media and the ability to use these media (Pratiwi & Pritanova, 2017). Visual literacy is a more interpretation between facility literacy and technology literacy which improves by using visual material. Technology literacy is a skill to understand the wholeness of technology, i.e., software and hardware, to understand how to access the internet and to understand the ethics of using technology. Based on the above definitions, literacy patterns of this study are reading literacy, digital literacy, visual literacy, library literacy, and technology literacy.

Literacy pattern consists of reading literacy digital literacy, visual literacy, library literacy, and technology literacy. Based on the result of the interview and observation, it was found that the literacy patterns of the parents in conducting literacy activity when accompanying their children in LFH were reading literacy pattern and digital literacy pattern. Here, the reading in literacy is defined as the effort of understanding, using, reflecting, and engaging themselves in any kinds of texts to achieve a goal that is developing knowledge, potency and participating in the society (Abidin, 2015, p. 135). Reading literacy pattern was conducted at the beginning of learning. Here, the parents provided enrichment books outside the learning material. This book was under the direction of the school. The parents had been given a book from school. The book was about a healthy lifestyle and the effect of playing an online game. Besides that, the parents provided other books such as the novel of *Laskar Pelangi*, an anthology of a short story, comic of *Naruto*, and technology magazine. The parents asked the students to read. There was no reading aloud by the parents. This activity was conducted in 15 minutes by the following steps: (1) the parents scheduled reading at the beginning of learning; (2) the reading book was a non-material book; (3) the reading book was chosen by the students based on their interest and pleasure; (4) there was no demand in this activity; (5) the reading book activity was followed by an informal discussion concerning the content of the book; (6) the reading activity was done in relaxing, calm and fun situation. The parents prepared a comfortable place such as on the terrace of the house.

However, in this reading literacy activity, some things cannot be done by the parents perfectly. The parents in this 15-minutes activity had a problem when reading aloud the book. The reading ability of the parents was not good, so the students felt

uncomfortable. Therefore, the parents tended not to continue this reading aloud activity. The other problem was the parents could not provide a proper answer in the discussion session. It made the students find their answers. However, it was handled the parents by browsing the internet. The parents struggled to find the answer to the discussion.

The finding of this study showed that the reading literacy pattern implemented by the parents was done in 15 minutes. This activity was continued with discussion related to the content of the reading. The reading was in the form of enrichment outside of the learning material. It was based on the literacy step in the School Literacy Movement (*GLS*), i.e., 15-minutes activity of reading in *GLS*. The books were non-material books such as novels, an anthology of a short story, a popular science book, magazines and comics (Retnaningdyah & Wiedarti, 2016,).

Furthermore, the parents used a digital literacy pattern. Digital literacy pattern is a skill to understand any kinds of different media i.e., printed media and electronic media and the ability to use these media. It is also considered important since most of the adolescents used this media to gain information which will accelerate their knowledge, comprehension and skill (Silvana & Darmawan, 2018). Here, the parents supervised the students in using the internet in the learning process. The parents accompanied the students when browsing the internet. The information browsed by the students was related to the material of learning Indonesian. This digital literacy pattern showed that the parents in LFH had played a role in facing this digital era. The reasons for the parents to implement this digital literacy were (1) the parents realized that the students had no sufficient emotional and technical skills in accessing the information on the internet. It is in line with previous study stating that parents have a crucial role in digital literacy activity because the students are still teenagers who have no technical and emotional skills to meet people to get information from the internet (Kurnia, Wendratama, & Adiputra, 2019). In implementing digital literacy, the parents also argued that the internet has a risk of meeting dangerous people, getting negative impact, pornography exposure, and being connected with unwanted people. It means that the internet contains negative things so the students should be accompanied through digital literacy during LFH. It is in line with Leung and Lee who stated that teenagers have a risk of accessing the internet because they could meet dangerous people, being exposed with pornography, being exposed with social disorder, being connected to paedophilia, and being exploited commercially (Kurnia et al., 2019). Besides that, the bad effect of the misled digital literacy is the tendency of the children to insult others, being jealous, being depressed, having bad mood, and speaking impolitely (Pratiwi & Pritanova, 2017).

3.2. Mother Tongue

Linguistics mentioned that mother tongue or native language tends to be mastered through “language acquisition”. It means a process that takes place in the brain of a child when he/she acquire his/her first language or mother tongue (Chaer, 2002). Furthermore, this perspective stated that the mother tongue is the first language that is learned before learning other languages (Ibda, 2017). Based on these two perspectives, it can be concluded that the mother tongue is the first language that is acquired by an individual through the interaction.

Based on the interview and observation, it was found that most of the students’ mother tongue was the Balinese language. Few of them had the Indonesian language as their mother tongue. The data showed that most of the students are native Balinese, so their mother tongue is Balinese. It showed that the parents preserved the Balinese as their mother tongue by acquiring their children with Balinese since the beginning. Those who had Indonesian as their mother tongue are not native Balinese. Besides that, the language acquisition of the students was Indonesian. Their economic background was good in which their parents worked as Civil Servants. It means that there was an effect of social status on the acquisition of students’ mother tongue. This phenomenon also supported the previous researches. Suargita and Sudarsana (2019) concluded previously that social status in society also affects language use which becomes an obstacle for Balinese speakers especially the young generation to communicate, and the social classes were businessmen, officers, guides, etc. (Suargita & Sudarsana, 2019). Besides that, Nurlaila (2016) also found that there was tendency of the parents from good economic background to concern on their children’ language development as they accustomed their children to use Indonesian since the beginning.

3.3. The Effect of Literacy Pattern and Mother Tongue on the Students’ Language Ability

The ability of language can be categorized into two, namely receptive and productive aspects. Receptive aspect is the acceptance or absorption, such as in reading and listening activity. Meanwhile, the productive aspect is producing the language, both orally or written such as in speaking and writing activity (Mulyati, 2015).

There are four aspects of language skill that can be used to communicate, namely listening, speaking, reading, and writing. Listening is a receptive skill to understand oral language. It is not only listening to language sounds through listening organs but also understanding the meaning. Speaking is one of language ability aspects that consists of three kinds

namely interactive, semi-interactive, and non-interactive. Situations of interactive speaking are face-to-face conversations and speaking through a telephone. The examples of semi-interactive speaking are public speech, campaign, lecturing, etc., which are done in direct face-to-face but within one direction. Non-interactive speaking is a one-direction speaking. Reading is a receptive and productive skill. Reading in this study is an advanced reading. Advanced reading is a reading skill that is characterized by literate discourse. Writing is an active-productive skill. The writing in this study is the advanced writing.

The analysis of the effect of literacy pattern and mother tongue on the students’ language ability can be seen in Table 1.

Table 1. Regression analysis

| Coefficients ^a | | | | | | |
|---------------------------|-----------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| | (Constant) | 53.806 | 7.878 | | 6.830 | .000 |
| | Literacy Pattern (X1) | 9.179 | 1.864 | .980 | 4.924 | .002 |
| | Mother Tongue (X2) | 5.448 | 3.661 | .296 | 1.488 | .180 |

^aDependent Variable: Language Ability (Y)

The statistical calculation in Table 1 shows that:

- a. Score sig. variable of literacy pattern on language ability showed 0.002. Score sig. (0.002) < score α (0.05) so there was a significant effect of literacy pattern on students’ language ability.
- b. Score sig. variable of mother tongue on language ability showed 0.180. Score sig. (0.180) > score α (0.05) so there was no effect of mother tongue on students’ language ability.

Based on the above calculation, it can be concluded that literacy pattern had a significant effect on students’ language ability. It showed that literacy pattern is highly important in the teaching-learning process. In line with this study, Eriyani (2020) stated that *GLS* affected the language ability in writing competency of class VII-B in SMP Negeri 1 Pacitan. Now, *GLS* has been integrated into the Indonesian subject. Literacy in learning is an activity aimed at maintaining students’ reading interest in the reading itself and reading activity as well as improving literacy skills (reading and writing) by using enrichment books and learning textbooks (Eriyani, 2020).

Furthermore, this study showed that the mother tongue did not affect the students’ language ability. It showed that in second language learning, the teacher and parent should not be worried when the students are

contaminated with their mother tongue. This finding disproves the result of previous research which stated that pronunciation errors in learning a second language are caused by the strong influence of the mother tongue of the students so it affects their second language learning (Anggayana & Sari, 2018). It also disproves previous studies that found that the use of mother tongue in teaching Indonesian had a negative effect since the use of code-switching in the teaching learning process will corrupt students' Indonesian grammar (Rahman, 2016; Puspitasar & Devi, 2019).

4. CONCLUSION

Based on the above finding and discussion, the suggestions of this study are (1) the literacy patterns implemented by the parents during LFH are reading literacy pattern and digital literacy pattern; (2) students' mother tongues of class VII in Eastern Bali are Balinese and Indonesian; (3) there was a significant effect of literacy pattern on the students' language ability, while mother tongue had no significant effect on students' language learning ability. Therefore, it is suggested to the parents to implement a literacy pattern in accompanying the students in Learning from Home.

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