

Growing Mother's Language Literation in A Family Environment

Dinar Nur Inten¹, Dewi Mulyani², Khambali³, Syifa Aghnia Zaenal⁴, Aida Nur Khairunnisa⁵

^{1,2,5}Pendidikan Guru Pendidikan Anak Usia Dini – Universitas Islam Bandung

^{3,4}Pendidikan Agama Islam – Universitas Islam Bandung

Email: ¹dinar_nurinten@yahoo.com, ²ewiem@yahoo.com, ³khambali@unisba.ac.id, ⁴Syifaaghnia424@gmail.com, ⁵aidanurkhairunnisa24@gmail.com

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Abstract

Language is identical to culture, so culture will be sustainable if the community's language is firmly held and used in their daily lives. As one of the regional languages that have a major contribution to the Indonesian nation's progress, the Sundanese language is preserved correctly by using and teaching and exemplifying its use to this nation's future generations. This study aimed to determine the use of the Sundanese language and parents' methods in introducing the Sundanese language to children. This study used a survey method for parents who have early childhood with respondents as many as 545. This study proves that family, parents, and the surrounding environment have a considerable influence in planting literacy in the mother tongue, namely Sundanese for children. Through parents' ability to determine methods, packaging engaging activities, and designing innovative, creative media for learning Sundanese, it can help develop mother tongue literacy skills for children. It is proven that 45.9% of children can tell the Sundanese language, and 39.8% of children can speak Sundanese. and 51.4% of children are capable enough to use Sundanese in their daily life.

Keywords: *Mother Language, Literacy, Family, Sundanese Language.*

Abstrak

Bahasa identik dengan budaya, maka suatu budaya akan berkelanjutan apabila bahasa masyarakat tersebut dipegang teguh dan digunakan dalam kesehariannya. Bahasa Sunda sebagai salahsatu bahasa daerah yang memiliki sumbangsih besar untuk kemajuan bangsa Indonesia sudah sewajarnya dijaga kelestariannya, dengan tetap menggunakan dan mengajarkan serta mencontohkan penggunaannya kepada para generasi penerus bangsa ini. Tujuan penelitian ini untuk mengetahui penggunaan bahasa sunda dan metode yang digunakan para orang tua dalam mengenalkan bahasa sunda pada anak. Penelitian ini menggunakan metode survey kepada para orang tua yang memiliki anak usia dini dengan responden sebanyak 545 orang. Hasil dari penelitian ini membuktikan bahwa keluarga, orang tua dan lingkungan sekitar memiliki pengaruh yang cukup besar dalam penanaman literasi bahasa ibu yaitu bahasa Sunda untuk anak. Melalui kemampuan orang tua dalam menentukan metode, mengemas kegiatan yang menarik serta mendesain media kreatif inovatif untuk pembelajaran bahasa Sunda dapat membantu mengembangkan kemampuan literasi bahasa ibu bagi anak hal ini terbukti 45,9% anak mampu bercerita bahasa Sunda dan 39,8% anak mampu ngawih dan 51,4% anak cukup mampu untuk menggunakan bahasa Sunda dalam kesehariannya.

Kata Kunci: *Bahasa Ibu, Literasi, Keluarga, Bahasa Sunda.*

INTRODUCTION

Sundanese language is a very valuable cultural asset for the Sundanese people, and the Indonesian people in general. The existence of the Sundanese language needs to be developed, fostered and protected. The government and the Sundanese people must go hand in hand to revitalize their native language as an urgent and important issue (Suwarno, 2011). What happens if the Sundanese don't speak Sundanese? Surely it would be something that interfere the existence of Sundanese. If this culture and language is not preserved, it is possible that these cultures and languages will eventually become extinct (Alwasilah). In fact, language has an important function in the development of a nation's progress.

The local culture and language in Indonesia is not wealth belonging only to the region of origin and speakers, or the Indonesian nation alone, but more than that it becomes the wealth of the world As part of culture, regional languages have strategic functions, namely: (1). Ways for cultural development 2. Ways for cultivating culture 3. Ways for preserving and transmitting culture 4. Ways for cultural inventory. (Rina Devianty, 2017). Thus, in a regulatory and practical manner, efforts are needed to be able to preserve regional languages, in this case Sundanese, in this globalization era. It is necessary not to let local cultures and languages no longer become the wealth of the people.

Data from the Population Census from BPS in 2010, the Indonesian population aged over 5 years who still use regional languages in their daily life is 79.5 percent. One of the reasons for the loss of the mother tongue is the unsupportive environment, both in the family, at school and in the surrounding environment. Reading materials in local language for the community, such as newspapers or magazines, are not yet available. As a source of learning and information, readings in the local language need to be published to meet the literacy needs of the community. It is not impossible that there has been a decrease in the number of speakers of Sundanese language, especially in urban areas. The decrease in the number of speakers of regional languages in urban areas is due to their switching to Indonesian as a means of communication for people in

these urban areas. The contact of two languages in a multilingual society often leads to language mixing, language shifts, and even language extinction (Sudarma et al., 2018). Thus, the carrying capacity of the environment and reading materials are very significant factors in supporting the existence of regional languages

Discussing language is not only closely related to communication, but it is more about the cultural richness of a region. Sundanese language is so important to be preserved because it carries knowledge and cultural value systems, both in the form of vocabulary, expressions, proverbs, literary works both oral and written. (Sudarma et al., 2018). When discussing the Sundanese language as the mother tongue of the Sundanese people, it contains the noble values that were passed down by the Sundanese ancestors. It contains the wisdom of Sundanese values and culture.

It is such a pity if the Sundanese mother tongue began to disappear from this earth. As a result, the Sundanese lost their identity and lost their cultural heritage. This is surely an undesirable thing to happen. There is a need for vitality to the Sundanese language. Sundanese language vitality can be maintained if Sundanese speakers use as much Sundanese as possible in the family when they communicate with father, mother, grandparents, and siblings (Wagiati, Wahya, & Riyanto, 2017).

The process of vitalizing the Sundanese language has not been carried out massively by the Sundanese in West Java; of the 545 respondents, only 31% used Sundanese. In daily communication between parents and their children, only 43% speak Sundanese. In fact, only 5% of teachers teaching in schools use Sundanese. The school environment and the home environment do not cultivate the use of Sundanese in daily communication. It should be noted that the number of Sundanese speakers is not as many as the Sundanese people.

In view of this, it is important that the Sundanese language be vitalized immediately. The Sundanese have to work hard to maintain the Sundanese language; 'Ngamumule basa Sunda'. This effort can be done from the closest environment and from a young age or early age. Home, School, Environment should be the zone for

the development of the Mother Language of the Sundanese people. Various methods and methods can be used to increase interest and ownership in the mother tongue (Balmete). It is to their children that parents pass on their culture. Likewise, Sundanese language will be passed on to our children. The challenge is how to revitalize Sundanese in a fun method, especially for young children

METHODS

The approach used in this research is a qualitative approach with a survey method (Suryana, 2012) (Emzir, 2017) (Sarmanu, 2017). In addition, this study uses survey research methods. Sugiyono (2014) defines survey research as research conducted on large and small populations, but the data studied is data from samples taken from that population, so that relative incidents, distributions, and relationships between sociological and psychological variables are found. Survey research is conducted to make generalizations from an observation and the results will be more accurate. The survey method is used to obtain data from certain natural (not artificial) places, where the researcher performs treatment in the data collection, for example by providing a questionnaire.

The object of research is something that becomes the focus of discussion in a study. The object of this research is the target in research to get answers and solutions to occurred problems. The definition of research object according to Sugiyono (2014) is a scientific goal to obtain data, with specific goals and uses for something objective, valid and reliable (certain variables). The population is an object or subject that meets certain criteria determined by the researcher. According to (Sugiyono, 2014, p. 115) population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics that are determined by the researcher to study and draw conclusions.

Based on the explanation above, the researcher concludes that the population is an object or subject that is in one area and fulfills certain requirements related to the research problem. In this study, the population is

parents who have children at an early age, as many as 545 parents in Bandung Regency.

The analysis technique used in this research is descriptive analysis, which is the analysis used to analyze the data by describing the collected data as it is, without intending to make generalized conclusions or generalizations. (Sugiyono, 2014). Descriptive analysis includes the presentation of data through tables, graphs, charts, pictograms, calculations, mode, median, mean (central dimension measurement), calculation of average and standard deviation, and calculation of percentage. Descriptive analysis can also be applied to find the strength of the relationship between variables through correlation analysis, making predictions with regression analysis, and making comparisons by comparing means (population / sample).

LITERATURE REVIEW

Mother tongue literacy

The results showed that in teaching elementary schools in the region, the use of the first language or mother tongue is very important, because it will help students understand the material presented by the teacher, and help children to understand the second language that the teacher conveys (Fitriani, Prasetyaningsih, & Samad, 2017).

Mother tongue is a language that has a direct "emotional connection" with its speakers. Through the children's mother tongue, children get a basic foundation of the concept of language and cultural values, so that the internalization of culture and mother tongue can take place in a sustainable manner. To bridge this, parents can convey it through folk stories in local languages (Budhiono, 2009).

Three things that influence the development of the mother tongue are; firstly, social life, which challenges children to use certain languages; the second is economy; and the third is education. In the curriculum, there should be time devoted to learning regional languages as the mother tongue. This aims to preserve and foster the love of the next generation of mother tongue (Budhiono, 2009).

Actually, children have one definite language, which is the language that is mastered by their parents

and the language used by the surrounding environment. Transmigrant children are clear example, because they are basically taught in one language by their parents, namely Indonesian. However, the more they grow up, they will master a multitude of languages around it. This is because children grow up to have strong memories, and have a good nature of imitation. From imitating, a habit will grow, and it will eventually form within the child. It is no doubt that the language children use to communicate is increasingly varies (Puspitasari & Safitri, 2020).

Maintaining the mother tongue can be done through language learning, and can also be done through the following: cultural diversity, maintenance of ethnic identities, social adaptability, increasing a sense of security for children and increasing linguistic sensitivity. In addition, it needs family support, the language environment in schools, language celebrations and mass media support as a form of public language (Ibda, 2017).

In teaching mother tongue to early childhood, the first activity or skill that children must master and do is listening. The benefit of listening is the involvement of the five senses to be trained to understand word order, sentence pronunciation, and intonation correctly (Taja, Inten, & Hakim, 2019).

Storytelling is an alternative method and activities that can be used to develop a child's native language skills. Through this method, teachers and children can train children's communication to be able to express their ideas and ideas through local languages (Wagiati, Nani Darmayanti, 2019).

Stories can stimulate children to make their own stories, so that children are motivated to use the words they get, and are encouraged to compose words in sentences with their own fairy tale perspective (Mulyani, Pamungkas, & Inten, 2018).

Teachers are required to learn a lot about various media and methods of learning Sundanese for children. The results of a study prove that through interactive animation media, learning Sundanese for children can be easily captured and fun for children (Anwar, Schadaw, & Althafani, 2018).

A study results showed an increase in the ability to speak the mother tongue through the singing method by 28%. So, it can be concluded that the singing method can improve the ability to speak the mother tongue in early childhood (Kristiana & Widayati, 2016).

Song poetry is an alternative to vocabulary recognition techniques for children, which combines poetry and song or singing. Through singing, learning will feel comfortable and enjoyable for children, so that meaningful learning can be realized (Inten, 2018).

In teaching Sundanese language, the selection of learning methods must be adapted to the child's development, so that the material presented is easy to understand, effective and interesting. (Anjani & Kusdiana, 2020).

Based on research, currently teachers are required to be literate in technology so that they can create various teaching media that are suitable for the current generation. Therefore, Sundanese language learning can use media that utilizes Android technology or cellular phones, where the media can convey Sundanese learning material textually, audio and visually (Mulyati, Khairul, & Rahmawati, 2019).

Based on the assessment, it was found that 85% of students understood the Sundanese language material that had been taught and practiced. Children understand Sundanese language material which includes Sundanese characters, as well as Sundanese *pupuh-pupuh* by practicing them well, because they are conveyed by interesting methods, namely stories, and kawih (Prawiyogi, Hamawati, & Suparman, 2020).

Mother tongue helps children to understand the learning conveyed, and helps children to learn their second language (Zulfikar, 2018).

The ability of mother tongue affects other language skills; and learning using the mother tongue, for children who are used to using it on a daily basis, has an effect on meaningful learning (Gimenez, 2015).

Good mother tongue affects the reading development of early childhood (Şimşek & Alisinanoglu, 2009).

Local language literacy, development and exploration literacy affect the progress and development of development in a country (Trudell, 2009).

Rebo nyunda activity can introduce moral values, instill character and foster children's love for local wisdom (Risnawati & Nuraeni, 2019).

Mother tongue affects the ability of children's math associations and literacy skills (Ribner, Tamis-LeMonda, & Liben, 2020).

Family Concept

Family is the core domain of the process of selecting and using language by children. The level of difficulty and convenience in teaching the mother tongue depends on how much exposure to the mother tongue is given to the child by the parents, and how intensive the parents make efforts to enable their child to be bilingual or multilingual (Sugianto, 2018).

The family is the first and foremost environment for children to be able to know and get the basics of their future life. As with literacy activities and introduction to the mother tongue, it is from the family and parents that the child will know the meaning of the mother tongue, and will be able to use it in everyday life. It is from the family that the child's love for their mother tongue will grow (Inten, 2017).

Family is a training center in cultivating good values and a prime example for children. Likewise in the use of the mother tongue, if the language is presented in a fun, soothing manner, then the child will feel safe and enjoy using the mother tongue in his environment (Inten, 2017).

Coaching in the framework of developing language for early childhood can be carried out in the following stages; first, pioneering and laying the foundation of language in children through modelling and giving example; second, doing motor training to train children's speaking skills; third, familiarize children with good and correct language; fourth, supervise children to keep speaking politely; fifth, develop children's language through games; and the last one builds effective communication with family members (Mainizar, 2013).

Parents always master good regional language skills. Therefore, in order to make local languages mastered and loved by children and future generations, parents need to transmit and teach local languages to young children by starting it through good communication within the family using regional languages (Badjo, Papatungan, & Mulyono, 2015).

The role of parents is very important and influences the development of children's language skills, communication and interaction built by parents will give birth to good communication skills of children as well (Rahayu, 2020).

RESULTS AND DISCUSSION

Results

Based on the survey results submitted to 545 respondents, for the first question related to what language the children use in their daily lives, 31% stated that the children used Sundanese, while 16% used Indonesian and 53% used both languages.

In the second question, which is "what language do parents use in their daily life?", It was found that 43.1% used Sundanese while 5.5% used Indonesian and 51.4% used Sundanese and Indonesian in their daily lives.

In the third question, regarding what language the people in their neighborhood or the house where they live in, 47.9% answered Sundanese, 7.7% answered Indonesian and 44.2% of respondents answered Sundanese and Indonesian.

In the fourth question, regarding what language the teacher uses at school, 5.1% of respondents answered that the language used by the teacher at school was Sundanese while 31% used Indonesian and 63.9% answered that the teachers used Sundanese and Indonesian.

The fifth question, regarding what methods parents use so that children can easily understand the meaning of Sundanese words and can use them in everyday life, 10.1% answered the singing method, 38.3% answered the storytelling method, 29.7% answered the play method, and 21.8 % answered chat method.

For the next question, regarding activities carried out by parents so that children are close and directly involved in Sundanese language activities, 4.7% of respondents answered doing *ngawih* activities with children, 38.2% answered storytelling activities, 42.4% answered traditional game activities, and 14.7% answered joking activities with children such as *tatarucingan* (guessing games).

Questions about children's reactions when invited to speak and engage in activities using Sundanese, 11.7% of respondents answered that children seemed enthusiastic and interested in participating in and being involved in these activities, 18% of child respondents seemed to have difficulty being able to engage and speak Sundanese, 48 , 65 respondents answered ordinary children, there was no excessive or extraordinary response from the children, 21.7% of the children seemed happy to be able to participate in activities and participate in speaking in Sundanese.

In addition, questions about the media used and prepared by parents in Sundanese language activities at home, so that children are interested in participating in Sundanese language activities, 38.2% used Sundanese storybook media, 28.3% used media from natural materials, such as leaves, twigs, fruit, vegetable soil, etc., 3.2% answered using used goods available at home, and 30.3% used audio-visual media such as TV and gadgets.

After parents try to introduce the mother tongue, namely Sundanese language with various methods, various activities and media to make it more interesting, the child's ability to convey or retell Sundanese language stories is as follows: 22.9% of respondents answered that the child was able to tell stories well, 45 , 9% of children are capable but not fluent, 18.2% of children are still stammering in storytelling and 13% of respondents answered that the children are still unable to tell stories even though only 2 or 3 lines in simple Sundanese language.

Parents provide various activities to be able to introduce their mother tongue and foster children's love for their own mother tongue. Therefore, parents convey Sundanese language activities through three interesting activities for children, namely: stories, games and songs in Sundanese. After discussing the numbers of parents using the storytelling method as a method of introducing Sundanese language and using storybook media for storytelling activities, it is revealed the number of songs or *kawih* that the child can sing after the introduction to Sundanese language takes place.

On the question about the number of songs delivered by the parents and the number that the child

was able to sing, 18.2% of the parents answered that their child was able to sing or *ngawih* two Sundanese songs; 9.5% of children are able to sing or sing three Sundanese songs; 39.8% of children are able to sing one Sundanese song; and 32.5% of children have not been able to sing Sundanese songs.

After parents at home conveying Sundanese language and involving children in various activities using Sundanese, the children's Sundanese language skills show the following achievements: 31.9% of children can speak Sundanese, 51, 4% of children can speak Sundanese enough, 14, 7% is lacking, and 2% of respondents answered that the child does not speak Sundanese.

Discussion

In early childhood education, models and role models have an important role in fostering awareness and instilling the early foundations of children's lives. One of the children characteristics that like to imitate various things around them, encourages us to be good models and role models for children in various aspects of life. According to Uyu and Agustin (2011), there are several stages that children will go through in their life, one of which is the imitation period. At this time, children will become excellent imitators of various things around them, even imitating the characters on television, both their words and actions. Family is the main and first environment for children who will color children's lives. Language preservation refers to the situation when members of a community maintain and use their traditional language. If parents teach their mother tongue to their children and make it the language of instruction at home, the language can survive; thus, family members are aware of the importance of regional languages as an identity and a wealth of civilization that must be preserved by using it in everyday life (Budhiono, 2009).

Likewise, in instilling and introducing the mother tongue, parents and families play an active role in acquiring and developing children's skills in using the mother tongue. Based on the survey results, 50% of parents and children in their daily life use two languages, namely Sundanese and Indonesian. However, the level of use of Sundanese language from the survey results showed that parents were 12.1% higher than children, or

48 people were superior in number. This can be used as an initial provision for introducing mother tongue to children. With attachment, strength and ability, parents can transmit and become the main role models for children, so that children can be motivated and interested in getting to know their mother tongue more closely. Parents always master good regional language skills. Therefore, in order to make regional languages mastered and loved by children and future generations, it is necessary to transmit and teach the regional language to young children by initiating it through good communication within the family using regional languages (Badjo et al., 2015).

The survey results stated that 47.9% of people who live around children speak Sundanese. The people around the child are adults who stay or be in the environment where the child walks and meets in daily lives. If you look at these data, then it is good thing that can contribute to planting the mother tongue in children. Apart from finding, seeing, listening to and being involved in their mother tongue in their family environment, children also get all these things from the environment they live. According to Yusuf (2009), one of the environments that can affect children's development in various aspects of life is the environment in which they live, such as peers, people they often meet, or the environment where children are raised, such as market, terminal, or office environments.

An environment that is as important and has an impact on children's growth and development is the school environment. The survey results stated that 63.9% of teachers used Sundanese and Indonesian in providing instruction and learning. However, only 5.1% of teachers use one language, namely Sundanese in learning at school. This could be due to the diversity of language backgrounds of children in schools or the teachers, so that teachers try to familiarize children with the national language. Moreover, the majority of learning process uses Indonesian, and so are various references related to learning, which almost all of them use Indonesian language; while those that use Sundanese are very minimal. However, as for teachers who teach in rural areas where the majority of children use their mother tongue, it is better if they use the local language as the language of instruction. This is done so that

children can easily understand and catch the various subject matter that is presented. The results showed that in teaching in schools, especially in elementary schools in the regions, the use of the first language or mother tongue is very important, because it will help students understand the material presented by the teacher, and helping children to understand the second language that the teacher conveys (Fitriani et al., 2017). Three things that influence the development of the mother tongue are; firstly, social life, which challenges children to use certain languages; the second is economy; and the third is education. In the curriculum, there should be time devoted to learning regional languages as the mother tongue. This aims to preserve and foster the love of the next generation of mother tongue (Budhiono, 2009).

To instill and cultivate the mother tongue in the next generation, parents must try to provide various alternative activities and methods of introducing mother tongue to children, so that children are interested in using and deepening the language. Based on the survey results, 38.3% of the methods parents use in introducing their mother tongue at home is the storytelling by using the Sundanese storybook media. Mother tongue is a language that has a direct "emotional connection" with its speakers. Through their mother tongue, children get a basic foundation of the concept of language and cultural values, so that the internalization of culture and mother tongue can take place in a sustainable manner. To bridge this, parents can convey it through folk stories in local languages (Budhiono, 2009). Mulyani et al., (2018) stated that stories can stimulate children to make their own stories, so that children are motivated to use the words they get, and are motivated to compile words in sentences with their own fairy tale perspective. Storytelling is an alternative method and activity that can be used to develop a child's native language skills. Through this method, children with teachers' help can practice their communication skills in order to be able to express their ideas and opinions through local languages (Wagiati, Nani Darmayanti, 2019).

The next method used by parents in introducing Sundanese to children is playing, with the survey result figure of 29.7%; the activities applied are *kaulinan budak* which is traditional games. The third method is the conversation method, with the number of responses to

21.8% responses, where the activities are carried out through the *Ngabodor* and *Tatarucingan* methods. Meanwhile, the fourth method used by parents was the singing method, with a total of 10.1% or 55 people. The activities they do are *ngawih*, either singing the popular *kawih* or the *kawih* created by parents which is adapted to the child's simple Sundanese language skills. The results showed an increase in the ability to speak the mother tongue through the singing method by 28%. Therefore, it can be concluded that the singing method can improve the ability to speak the mother tongue in early childhood (Kristiana & Widayati, 2016)

In the early childhood learning, one of the aspects to assess is the level of children's interest in the conveyed learning. Based on the results of the survey on children's reactions to Sundanese learning delivered by their parents, 11.7% or 64 children seemed enthusiastic or interested in participating in the activities their parents did. The rest, 48.65% or 256 children seem normal to take part in the learning that is being carried out. This might be caused by the packaging of the material or the less challenging media used that is not appropriate for the child's developmental age. Furthermore, 21.7% or 119 children seemed happy to take part in learning, and 18% or 98 children found it difficult to learn in Sundanese. This could be influenced by the background of the child who is not native Sundanese, or the family environment that has never introduced Sundanese. So, Sundanese language becomes a foreign language for children. However, it can be helped by listening frequently and engaging in Sundanese language activities. The benefit of listening is the involvement of the five senses to be trained to understand word order, sentence pronunciation, and intonation correctly (Taja et al., 2019). Family is a training center in cultivating good values and a prime example for children. Likewise, in the use of the mother tongue, if the language is conveyed in a fun and soothing manner, the child will feel safe and enjoy using the mother tongue in his environment (Inten, 2017).

In a learning process, in order to make the material presented clear, interesting and easily understood by students, it is necessary to use learning media. Learning media can be purchased, or made from used goods, natural materials, and can also be obtained

through technology. In teaching early childhood, parents are required to be creative and innovative in making interesting and challenging teaching media for children. The survey results stated that 38.2% or 208 parents chose to use Sundanese reading book media, 28.3% or 154 used natural media, 3.2% or 17 parents used used-goods to make Sundanese learning media, while 30.3% or 165 people use audio visual media such as TV and mobile phones. Based on current research, teachers are required to be technology literate and be able to create various teaching media that are suitable for the current generation. Therefore, Sundanese language learning can use media that utilizes Android technology or cellular phones, where the media can convey Sundanese learning material textually, audio and visually (Mulyati et al., 2019). Meanwhile, Komalasari, Hidayat, & Aldya (2020) make Sundanese language teaching media using the concept of V.I.S.U.A.L.S, which can be used as a learning aid for Sundanese language, with the percentage of assessment reaching 97.55%. Other factors such as interface appearance, images and animation are considered quite interesting, with the percentage of assessment reaching 93.11%. In addition, applications that can provide clear legibility of images, text, voice and navigation buttons, get an assessment percentage of 90.44%.

After the media is designed, created and used by parents in learning Sundanese for children at home, it will then be known about the child's ability level in retelling the tales they hear or know through Sundanese language learning activities. The survey results proved that 125 children were able to retell Sundanese tales well, while 250 children were able to retell stories even though they were not yet fluent, 99 children were still speechless and needed help in telling stories, while 71 children were still unable to tell stories. This is probably caused by Sundanese language which is not the child's native language, or the minimal stimulation provided by the family. Meanwhile, in the assessment of children's abilities in *ngawih*, the survey results stated that 99 children were able to sing two songs in Sundanese, while 217 children were able to sing one Sundanese song. From these results, it can be seen that 85% of students understand the Sundanese language material that is taught and practiced. Children understand Sundanese

language material which includes Sundanese characters and Sundanese *pupuh* by being able to practice them well, because they are conveyed by interesting methods, namely stories, and *kawih* (Prawiyogi et al., 2020).

After seeing the use of Sundanese as the mother tongue for children from the elements of daily use, the language used by parents, local people and teachers at school, as well as from the elements of method use, selection of activities and teaching media used by parents at home, then the children's Sundanese language skills today could be seen. The results of the following survey state that 174 children are in a good category, while 280 children are in the sufficient category, 80 children are in the poor category, and 11 children are in the bad category. This makes it clear that the introduction, cultivation and habituation of the use of the mother tongue by families can still be improved. Parents can also use the process as a way to build attachment and build communication with children. On the other hand, parents have played a big role in preserving the nation's culture. The role of parents is very important and influential in the development of children's language skills. Communication and interaction that is built by parents well will give birth to good communication skills for children as well (Rahayu, 2020). Coaching in the framework of developing language for early childhood can be carried out in the following stages; first, pioneering and laying the foundation of language in children through modelling and giving example; second, doing motor training to train children's speaking skills; third, familiarize children with good and correct language; fourth, supervise children to keep speaking politely; fifth, develop children's language through games; and the last one builds effective communication with family members (Mainizar, 2013).

Cultivating mother tongue literacy in the family is very important. The ability to speak mother tongue affects other language skills, and learning using the mother tongue, for children who are accustomed to using their mother tongue in their daily life, has an effect on meaningful learning (Gimenez, 2015). Mother tongue affects the ability of children's math associations and literacy skills (Ribner et al., 2020). Local language literacy, development and exploration literacy affect the progress and development of a country (Trudell, 2009).

Therefore, getting used to using and involving children in the mother tongue must be fertilized in the family, so that the children feel interested and happy to use them, and the children will realize that the use of the mother tongue has a big share in preserving culture and realizing the progress of the country and nation.

CONCLUSION

Based on the research results, it is stated that the cultivation of mother tongue literacy from an early age is very important in maintaining local culture and language. And the main actors in the introduction of mother tongue literacy are family and parents. Meanwhile, the environment and the people around them help children develop their abilities.

Families and parents are required to be able to use varied methods, design interesting activities, and create various creative and innovative media, which can make children interested, happy and finally accustomed to using their mother tongue in their daily lives.

The introduction of the mother tongue from an early age has many influences, both for building parent-child attachment, developing children's literacy skills, and preserving the culture of our beloved nation.

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