LITERACY COMPETENCE ASSESSMENT MODEL FOR MULTILINGUAL STUDENTS

by Beniati Lestyarini, Esti Swatika Sari, Dwi Hanti Rahayu, Nurvita Anjar Sari

ABSTRACT

This research aims to develop a competence assessment model for literacy among students who are multilingual speakers. Specifically, the objectives for the first year of the study are to determine 1) the language constellations possessed by junior high school students, and 2) to develop the constructs and prototype of a literacy competence assessment instrument for multilingual student speakers. Meanwhile, the product's feasibility testing will be conducted in the second year of the research.

The research approach employed is a mixed-methods approach. The research model utilized is the Research and Development (RnD) model. The 4D model steps encompass four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. Initial needs analysis starts with a theoretical review of literacy and multilingualism. Subsequently, observations and preliminary interviews are conducted with various stakeholders, including teachers, students, and parents, to gauge responses regarding literacy. The compilation of a literacy instrument grid for multilingual student speakers follows. Logical and empirical validation will take place in the second year of the study across five schools in the Yogyakarta Special Region. Data analysis will involve item analysis using the Quest program. The NAAL and SNP literacy levels will be adapted to assess student literacy competence.

The research findings indicate that: 1) The language constellations among junior high school students with a respondent count of 656 students are dominated by Indonesian (656), English (620), Javanese (453), Mandarin (78), German (32), French (14), Sundanese (12), and Malay (5). Factors influencing this multilingual condition primarily include parental support, education, and mobility. 2) The literacy competence assessment construct for multilingual student speakers consists of the following domains: Information Finding (Accessing and searching for information within texts and Selecting relevant information), Understanding (Literally comprehending texts and Forming inferences, making connections, and predictions within both single and multiple texts), Evaluating and Reflecting (Assessing presentation formats within texts and Reflecting on discourse content for decision-making, establishing choices, and relating text content to personal experiences). Multilingual elements are integrated into the utilized texts. The developed questions consist of 110 items in the forms of multiple-choice, matching, true-false, selection, and objective descriptions. The texts employed take a multimodal form, encompassing cultural and life aspects.

Kata Kunci: *assessment, literacy competence, multilingual*