

The Role of Mother Tongue in Indonesian Language Learning: Influences, Challenges and Implications

Laurensia Ndraha ¹ , Arozatulo Bawamenewi ² ,
Esther Novi Christin Harefa ³ , Alexander Julvin
Halawa ⁴ 

¹ Universitas Nias, Indonesia

² Universitas Nias, Indonesia

³ Universitas Nias, Indonesia

⁴ Universitas Nias, Indonesia

ABSTRACT

Background. This research is a continuation of previous studies conducted by other researchers. The reason for this is because many students tend to rely on their mother tongue while in class or in the learning process. This reliance greatly affects children's listening skills.

Purpose The researcher's aim was to investigate the impact of mother tongue use on students' language skills, especially in Nias Islands, with a focus on communication during the teaching and learning process.

Method. This research used a descriptive approach within a qualitative methodological framework. The research used assessment tools to evaluate language selection, semantic appropriateness, and the use of affixes. The data was collected through classroom observations and interviews with Indonesian language teachers in related schools.

Results. The results show that many students still use their mother tongue when communicating with teachers, although some have shown partial proficiency in Indonesian, but still mix it with mother tongue.

Conclusion Observation was the method that influenced the findings of this study, as it allowed the researcher to directly observe the students' use of language during the learning process.

KEYWORDS

Language's, Influence, Tongue

Citation: Ndraha, L., Bawamenewi, A., Harefa, C, N, E & Halawa, J, A. (2024). The Role of Mother Tongue in Indonesian Language Learning: Influences, Challenges and Implications. *Journal Emerging Technologies in Education*, 2(2), 133–136.

<https://doi.org/10.70177/jete.v2i2.996>

Correspondence:

Laurensia Ndraha ,
laurensianndraha@gmail.com

Received: June 07, 2024

Accepted: June 29, 2024

Published: June 29, 2024



INTRODUCTION

In today's modern era, there are many people who still use their mother tongue rather than Indonesian, especially during the Indonesian language learning process at school. Mother tongue is the language a person first learns, with which they first engage in long-term oral communication (Sofyatiningrum et al, 2021), (Guilbert dalam Haeri dan Yunus, 2018); (Tyas, 2022). Mother tongue is a language used in a micro (small) scope, for example in the family (Murtadho, 2022); (Setyowati & Nurwahidin, 2022); (Setyowati & Nurwahidin, 2022); (Bawamenewi, 2020). Mother tongue cannot be eradicated from people's live (Setyowati & Nurwahidin, 2022). Because mother tongue is considered a traditional language that is passed down from

generation to generation in the area where the speakers live. (Dewi, 2023).

The influence of mother tongue on Indonesian is caused by environmental and cultural factors (Bitu, 2020). It is not wrong to familiarize children with or use their mother tongue. The goal is that children do not forget their mother tongue (Nias regional language) as an identity or part of themselves (Indriati, 2015); (Dewi, 2023). As many as 79.5% of Indonesians use local terms (mother tongue), and 19.94% of them speak Indonesian (Hayaty et al., 2020). This is also the case in the Nias Islands.

The implication of mother tongue in Indonesian language learning is very clear, especially in the learning process (Puspita et al., 2022); (Mahendra et al., 2022); (Aruwiyantoko, 2023); (Dewi, 2023). For example: students cannot understand what is explained by the instructor, cannot communicate with foreigners, cannot speak formally with the teacher or answer questions, and have difficulty accepting other subjects besides Indonesia (Dewi, 2023). This problem is an important discussion for researchers (Ardi, 2018); (Pardede, 2018). Due to linguistic contact, bilingual people have a mutual influence between the first language (mother tongue) and the second (Indonesian). The impact that arises is that students find it difficult to digest and understand learning (Seran, 2022).

In general, learning in schools uses more Indonesian (Hayaty et al., 2020); (Rahmadani et al., 2023); (Mahendra et al., 2022); (Cohn & Ravindranath, 2014). Even before they start school, these children are accustomed to speaking the local language at home and at school (Amalia et al., 2019); (Mahendra et al., 2022). Students in urban and rural areas have different levels of proficiency in Indonesian (Dewi, 2023). Accustomed to using the language as a mother tongue, most urban students have mastered it, while the language use in rural areas is lower due to the influence of local languages spoken there. Of course, this is a challenge for teachers and learners. Students will be overwhelmed to digest the learning material if the teacher teaches using Indonesian.

In accordance with the results of observations and interviews with Indonesian language subject teachers at SMP Negeri 1 Hiliserangkai, mother tongue essentially greatly influences the learning process, especially in Indonesian language learning. Because when teaching, the teacher concerned must use a language that is bilingualism, this is in accordance with previous research which shows that in the learning process teachers use their mother tongue and Indonesian (Rahmadani et al., 2023). Based on the field facts and the results of previous studies, researchers are interested in conducting research on the role of mother tongue in the learning process, with the title "The Role of Mother Tongue in Indonesian Language Learning: Influences, Challenges, and Implementation". Through this study, the researcher wants to find out how the role of mother tongue in the Indonesian language learning process.

RESEARCH METHODOLOGY

This study was conducted with a qualitative methodology and used a description approach. Students in class VII-A of SMP Negeri 1 Hiliserangkai were the subjects of this study. This study focuses on the mother tongue. The researcher used diction (word selection), meaning conformity (semantics), and affixes. Data analysis consists of presentation, reduction, and conclusion. Data were obtained through observation and interviews.

RESULT AND DISCUSSION

The role of mother tongue in the learning process is a huge influence on the ability of students to follow the teaching and learning process. After conducting research in class VII-A SMP Negeri 1 Hiliserangkai, it turns out that the use of mother tongue is very influential in the learning process,

especially Indonesian. The following are the results of research obtained through the interview process and direct observation in the classroom:

No.	Research Instruments	Data
1	Diction (Word Selection)	a. <i>Who answered me “ba” sir?</i> b. <i>Yes sir, that's what I meant earlier.</i> c. <i>Uh sir, I have something to ask</i> d. <i>“Yaia” we sir</i> e. <i>“Hele” sir tell us the answer</i>
2	Appropriateness of Meaning (Semantics)	f. <i>Why did you burn my book</i> g. <i>You just die “we’I”</i>
3	Use of Affixes	h. <i>Why are you cheating?</i> i. <i>How do you tell them sir?</i> j. <i>Do you know how to bleach this shirt again?</i> k. <i>When is our class packing?</i>

Discussion

The data generated from the research results above were analyzed through several aspects, namely by diction (word selection), suitability of meaning (semantics), and the use of affixes (morphology).

1. Diction (word choice)

In accordance with the data obtained through observations and interviews, there are several sentences that are not appropriate (wrong). For example in data (a), *Who answered me “ba”, sir?* The use of the diction *I* in the sentence above is wrong, the more appropriate diction used is *I am*. Next, in part (b), namely *Iya “wele” Pak, that's what I meant earlier.* The use of the words *ba* and *wele* in the sentence uttered by the learner is not in accordance with the diction in Indonesian. Even the words “*ba*” and “*wele*” have no meaning in the Indonesian dictionary. After conducting a brief interview with the Indonesian language subject teacher at SMP Negeri 1 Hiliserangkai, the use of the words “*ba*” and “*wele*” are auxiliary words in the Nias regional language. These words are carried over when students communicate using Indonesian. The correct sentence in data (a) should be *Mr., did I answer?* and in data (b) is *Yes Sir, I meant it like that.*

2. Appropriateness of meaning (Semantics)

Based on the data that has been obtained, there are several sentences whose meaning is not clear. For example in data (f), *Why did you burn my book.* The meaning of the sentence is ambiguous (unclear/ambiguous). The use of the word “*apakan*” makes the meaning of the sentence ambiguous and ambiguous. The word “*apakan*” is not even listed in the Indonesian dictionary. This shows that mother tongue is very influential in Indonesian language learning. Learners who are accustomed to using their mother tongue will find it difficult to apply Indonesian when communicating. The correct sentence is *do you use my book?* The word *apply* means to treat how or to make something to objects/humans.

3. Use of affixes (Morphology)

Through some of the data above, it can be seen that there are still learners who are unable to use affixed words. For example in data (i), *How to tell them the answer sir?* The use of the affix *me-* in the *love* morpheme is wrong. Because when morphemes that begin with the letters K, S, P, and T are affixed, the morphemes experience extension. So that when it experiences extension, the letter *m* is no longer used. The actual use of the sentence is *How do I tell them the answer, sir?*

In accordance with the discussion above, it can be concluded that the role of mother tongue is very influential in the Indonesian language learning process. Even mixing the use of language (bilingualism). This is certainly a challenge for students in following the learning process that uses Indonesian.

CONCLUSION

Mother tongue has a huge influence on learners' abilities. Not only in the context of language, but it also affects the level of concentration and catchiness of learners. Teachers who teach using Indonesian, will make it difficult for learners who are less able to master Indonesian to translate the meaning of what is conveyed by the teacher.

REFERENCES

- Amalia, G. D., Waluyo, H. J., & Mulyono, S. (2019). Alih Kode Dan Campur Kode Dalam Interaksi Pembelajaran Bahasa Indonesia Di Kelas Viii F Smp Negeri 2 Brangsong Kabupaten Kendal. *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 7(1), 78. <https://doi.org/10.20961/basastra.v7i1.35497>
- Ardi, H. (2018). Local Language Maintenance in Translating English Text. *JEELL (Journal of English Education, Linguistics and Literature)*, 5(1), 101. <https://doi.org/10.32682/jeell.v5i1.980>
- Aruwiyantoko, A. (2023). Pengaruh Bahasa Ibu (B1) Terhadap Pemerolehan Bahasa Kedua (B2). *Jurnal Ilmiah Multidisiplin*, 1(7), 441–447. <https://doi.org/10.5281/zenodo.8254283>
- Bawamenewi, A. (2020). Pemerolehan Bahasa Anak Usia Tiga Tahun Pada Tataran Fonologi: Analisis Psikolinguistik. *Jurnal Review Pendidikan Dan Pengajaran*, 3(1), 145–154. <https://doi.org/10.31004/jrpp.v3i1.1303>
- Bitu, Y. S. (2020). Faktor-Faktor yang Mempengaruhi Pemerolehan Bahasa Kedua. *Jurnal Edukasi Sumba (JES)*, 4(2), 153–160. <https://doi.org/10.53395/jes.v4i2.204>
- Cohn, A. C., & Ravindranath, M. (2014). Local Languages in Indonesia: Language Maintenance or Language Shift? *Linguistik Indonesia*, 32(2), 131–148. <https://doi.org/10.26499/li.v32i2.22>
- Dewi, A. C. (2023). the Influence of Local Language on the Use of Indonesian Language in the Learning Class. *Klasikal : Journal of Education, Language Teaching and Science*, 5(1), 131–137. <https://doi.org/10.52208/klasikal.v5i1.630>
- Guilbert dalam Haeri dan Yunus. (2018). Pembelajaran Bahasa Indonesia (Unsur Serapan) Bahasa Digital Komputer dalam Upaya Melestarikan Bahasa Ibu di Kampus STMIK Mataram. *Jurnal Linguistik, Sastra, Dan Pendidikan (JURNALISTRENDI)*, 5(2), 251–259.
- Hayaty, M., Adi, S., & Hartanto, A. D. (2020). Lexicon-Based Indonesian Local Language Abusive Words Dictionary to Detect Hate Speech in Social Media. *Journal of Information Systems Engineering and Business Intelligence*, 6(1), 9. <https://doi.org/10.20473/jisebi.6.1.9-17>
- Indriati, I. (2015). Do You Care Your Local Language? *Journal on English as a Foreign Language*, 4(2), 55. <https://doi.org/10.23971/jefl.v4i2.75>
- Mahendra, Y., Apriza, B., & Rohmani, R. (2022). Analisis Penggunaan Bahasa Ibu dalam Proses Pembelajaran dan Pergaulan Lingkungan Siswa. *Jurnal Basicedu*, 6(1), 700–708. <https://doi.org/10.31004/basicedu.v6i1.2017>
- Murtadho, F. (2022). The effects of using mother tongue in delivering health protocol messages on health attitudes and behaviors: Do gender, age, and education level make any difference? *Indonesian Journal of Applied Linguistics*, 12(2), 348–360. <https://doi.org/10.17509/ijal.v12i2.46941>

- Pardede, P. (2018). Use of Mother Tongue in EFL Classes of Secondary Schools In Jabodebek: Students' and Teachers' Perception. *JET (Journal of English Teaching)*, 4(2), 62. <https://doi.org/10.33541/jet.v4i2.831>
- Puspita, Y., Hanum, F., Rohman, A., Fitriana, F., & Akhyar, Y. (2022). Pengaruh Faktor Lingkungan Keluarga untuk Perkembangan Pemerolehan Bahasa Pertama Anak Usia 2 Tahun 5 Bulan. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4888–4900. <https://doi.org/10.31004/obsesi.v6i5.2500>
- Rahmadani, N., Safrizal, S., & Fadriati, F. (2023). Dampak Bahasa Ibu Terhadap Proses Pembelajaran Kelas Ii Di Sdn X Andaleh Baruh Bukik. *Ibtidai'Y Datokarama: Jurnal Pendidikan Dasar*, 4(1), 66–72. <https://doi.org/10.24239/ibtidaiy.vol4.iss1.50>
- Seran, E. (2022). *MERAIH MINAT BELAJAR BAHASA IBU DENGAN MENGGALAKKAN PRAKTEK BAHASA INDONESIA PADA PERGAULAN SISWA SMA NEGERI 1 KEFAMENANU TAHUN AJARAN 2019/2020*. 2(1).
- Setyowati, Y., & Nurwahidin, M. (2022). *FILSAFAT BAHASA IBU DALAM PROSES PEMBELAJARAN*. 8721, 687–692.
- Sofyatinigrum, Etty, Nur Listiawati, Senza Arsendy, Ais Irmawati, Rasita Ekawati Purba, Hamdan Sugilar, Untung Tri Rahmadi, & M. H. (2021). *Pembelajaran Berbasis Bahasa Ibu di Kelas Awal: Kebijakan, Realitas Lapangan, dan Dampaknya*.
- Tyas, A. P. (2022). Dampak Tumpang Tindih Bahasa Ibu Dalam Perkembangan Bahasa Anak. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 7(1), 112–120. <http://www.jurnal.uinbanten.ac.id/index.php/assibyan/article/view/5095%0Ahttp://www.jurnal.uinbanten.ac.id/index.php/assibyan/article/download/5095/3517>

Copyright Holder :

© Laurensia Ndraha et al. (2024).

First Publication Right :

© Journal Emerging Technologies in Education

This article is under: