

## An Analysis of the Impact of Mother Language on Increasing Middle School Students' Interest in Learning

Ikra, Arwan  
STKIP Harapan Bima

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### Abstract

*This research focuses on analyzing the impact of using mother tongue on students. Students' interest in learning has decreased due to teachers' lack of creativity and innovation in utilizing local resources as a learning medium. The media in question is the use of language in the learning process in the classroom. The use of mother tongue as a means of communicating with students is still low by teachers, so students tend to be less than optimal in grasping the material presented by the teacher. Therefore, it is important to carry out this research to see the impact of using mother tongue to increase interest in learning for junior high school students in Bima. The aim of this research is to provide education to teachers to use mother tongue as a means of communicating with students. This research method is descriptive with a qualitative approach. Data collection techniques are a process of activities carried out by researchers to obtain data. In this research, researchers used non-test techniques. The results of the research show that the impact of students' use of their mother tongue both during the learning process at school and when socializing with them is both positive and negative. One of the efforts made to overcome the influences that occur due to the use of mother tongue in the school environment is by teachers at school participating in helping to provide explanations to students about the importance of mother tongue and Indonesian in the order of life.*

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### Corresponding Author:

Ikra

STKIP Harapan Bima

Emil : [Ikra@gmail.com](mailto:Ikra@gmail.com)

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## 1. INTRODUCTION

A child's language mastery begins with the acquisition of the first language which is often called the mother tongue (L1). The process of acquiring a child's first language takes place from the time the child does not know a language until he becomes fluent in the language through interaction with fellow members of his language community, such as family and the surrounding community. After a child acquires a first language, at a certain age the child will acquire a second language (L2) which is known as a new treasure of knowledge. The mother tongue of every child in Indonesia is different from one child to another. Differences in a child's mother tongue are related to the area where the child lives. Children born and living on the island of Java will generally acquire their first language, namely Javanese, Sundanese, Madurese and Bima. Children who are born and live on the island of Bali will acquire their first language, namely Balinese, as well as children who are born and live on the islands of Kalimantan, Sumatra, Sulawesi, will acquire a first language according to the area where the child lives. However, some children's parents decide to raise their children and provide them with first language knowledge of Indonesian. The mother tongue used is often carried over into formal or official situations. When communicating in formal situations using Indonesian, interference, code mixing and errors will appear between Madurese and Indonesian. Interference, code mixing and errors occur because

Indonesian is the language of the child's social environment[1]. Based on expert opinion, children only learn Indonesian at school and have little or no contact with peers using Indonesian[2]. Then language acquisition means the process of children starting to become familiar with communicating with their environment verbally[3]. Language here must be interpreted as a social institution and as a system of communication symbols. Language at the level of children's language acquisition is more directed towards communication function rather than form. Children will use language or verbal systems as a means of communication.

Furthermore, interest in learning is greatly influenced by learning innovation. In this case, teachers as drivers are required to be able to manage learning in an interesting and easy way so that the learning outcomes achieved by students achieve learning goals[4]. Interest in learning will make students have a constant tendency to pay attention and remember something they learn continuously. Apart from that, students will be interested in learning if the learning conditions are designed to be fun, comfortable and away from behavior that hurts them[5]. A good interest in learning will influence good learning outcomes as well[6]. Therefore, it can be concluded that if students have studied in a pleasant atmosphere, then learning outcomes will be achieved more easily. Students' success in obtaining learning outcomes begins with literacy activities. Literacy activities in learning are actually not only about the ability to read and write but also the ability to explore and understand ideas conveyed visually in the form of pictures and videos.[4]. Meanwhile, the dimensions of literacy ideally include awareness, motivation and passion that need to be developed in students[7]. This means that literacy-based learning aims to increase deeper knowledge of each material taught. Any subject can utilize literacy as a basis for developing learning activities as long as reading and writing activities can be carried out in that subject[8]. Therefore, literacy-based learning can also be developed in language learning, although basically learning a language means learning language skills (reading, writing, listening and speaking) but literacy-based learning provides critical learning innovations for students.

Nowadays, teachers' ability to teach really determines students' enthusiasm and interest in learning. If teachers have creative and innovative abilities in teaching, students' enthusiasm and interest in learning will also increase[9]. Most teachers fail in teaching in class due to the lack of understanding of the language communication patterns used by students. As one of the regions that also has its own regional language, Bima also has its mother tongue (B1) as the first language that is mastered by students. Students in Bima need teachers who can combine their mother tongue with Indonesian as a medium for communicating with students in carrying out learning in the classroom. Currently, mother tongue is only used as an introduction to classroom learning. This has an impact on decreasing students' interest in learning[10]. Various studies show that the implementation of mother tongue as a means of communication between teachers and students in class can influence students' interest in learning. Apart from that, teachers are required to be more innovative in managing the class so that students' interest in learning can be increased.

Based on the background above, it is important to carry out this research activity to provide a resolution related to the problem formulation in this research activity. The problem formulation in this research activity is to analyze the influence of mother tongue on increasing students' interest in learning in junior high schools (SMP). This research activity will take research locations at Muhammadiyah Bolo Middle School and Class VII as research subjects. The aim of this research activity is to educate teachers so that they achieve learning goals by increasing students' interest in learning using their mother tongue. Apart from that, each student's development will be observed by providing treatment regarding the mother tongue to assess the increase in student interest in learning.

## 2. METHOD

The method used in this research is descriptive with a qualitative approach. Population is a generalized/general area consisting of an object and subject and has qualities with certain characteristics/characters determined in research [11]. The subjects in this research were Muhammadiyah Bolo Middle School students conducted in the odd semester 2023-2024. Some

of the instruments used in non-test techniques are questionnaires and interviews. In this research, data collection was also obtained by means of documentation when the researcher made observations [12]. Research instruments are tools used by researchers to help researchers collect research data using measurements [13]. In this research, the instruments used were non-test tools in the form of questionnaires, interviews, documentation and field observations.

Data collection techniques are a process of activities carried out by researchers to obtain data. In this research, researchers used non-test techniques. Researchers used non-test data collection techniques to determine students' responses regarding the use of their mother tongue in their interactions within the school environment. The techniques used in this research include 1) observation techniques, 2) interviews, 3) questionnaires, and 4) documentation. In the research, a closed type of questionnaire was also used, namely a questionnaire, and the way to measure the achievement of activities was using a Likert scale. On the Likert scale, the answer variations have been modified from 5 answers to 3, namely by giving a check mark (√) and the answer choices are Always (SL), Often (SR), Never (TP). The next activity was distributing questionnaires to respondents, namely class VII students of Muhammadiyah Bolo Middle School, then they answered and the results of the answers were given back to the researcher. The questionnaire used in this research aims to help and make it easier for respondents, in this case Muhammadiyah Bolo Middle School students, to give answers so that when answering questions on the questionnaire they only need a short time. Data collection techniques are things that researchers do to obtain data in the process of solving a problem in research. The data analysis technique used in this research is a qualitative descriptive technique by processing the data obtained into sentences rather than numbers. The analysis technique uses a Likert scale with the use of interpretation. Always means a score of 3, sometimes means a score of 2 and never means a score of 1.

### 3. RESEARCH RESULTS AND DISCUSSION

Based on research that has been carried out, the results obtained are that from a total of 20 questionnaires distributed to students to find out whether the use of their mother tongue in the school environment can influence students' interest in learning at school. Based on the results of 18 student questionnaires, only 10 students answered that they often use Ibu (B1) in the school environment both during the learning process and in social interactions outside of class, while 5 other students answered sometimes, 3 other people answered that they never used the language (B1) when they are at school, both in the learning process and outside the learning process or when they are in the community, this is influenced by various factors, including being embarrassed to use the Bima language, because it is considered nosy, old-fashioned, and not slangy. The results of other researchers also revealed that when they were at school, not many children persisted in preserving the mother tongue they had acquired due to teasing from other friends if the child still used their mother tongue [14]. Data on the use of native or regional languages that have been obtained can be displayed in table form as follows:

No	Student's name	Use of Mother Tongue in Schools		
		S	Kk	But
1	Khairul Azam	√		
2	Hanafi	√		
3	Son of Ramadan			√
4	Ririn Aulia		√	
5	Ayatul Khusnah		√	
6	Sri Hartati	√		
7	Evi Kurna	√		
8	Saliamah		√	
9	Usma			√
10	Princess Haryani	√		
11	Muhammad Iqbal	√		
12	Riani Pratiwi			√

13	Dianita Sari	√	√	
14	Adiansyah			
15	Devi Anggriani	√		
16	Fatimah Solihah		√	
17	Devi Kumalasari	√		
18	Ahmad Pratama	√		
<b>Total</b>		<b>10</b>	<b>5</b>	<b>3</b>

**Table 1. Use of Mother Tongue in the School Environment****Information :****S : Often****Kk : Sometimes****But : Never**

The results of the research show that more students never use their mother tongue in the school learning environment or their social environment. Several reasons emerge for children who never use their mother tongue in the learning environment at school or in their play environment. This is partly due to the fact that there are children who come from other regions or are of descent outside Bima so they are also embarrassed to use their mother tongue with friends whose mother tongue is of course different from theirs, there are those who are natives of Bima but are embarrassed to use their mother tongue. because their mother tongue is considered outdated, plebeian and there are also those who answer that they are more interested in using Indonesian and other slang that is popularly used by young people today. Based on the analysis of research data, it can be concluded that there is a very significant influence on the psychological development of students who often use their mother tongue, in this case Bima, in social interactions at school. The same research also found that children in middle school age in the area still use their mother tongue as their daily language of conversation. In this research conducted in other areas it also shows that there is a close influence of the use of mother tongue on the child's psychology [ 15]. The influence resulting from the use of the mother tongue can be in the form of a positive impact, but there are a few negative impacts that the researchers obtained from the results of interview data with students who use the mother tongue. The influence of the use of mother tongue in children's school environment will be shown in the following table.

No	Positive impact	Negative impact
1	Students will easily communicate with other students of the same tribe.	Students find it difficult to communicate using Indonesian as a second language B2.
2	Students participate in preserving regional language culture.	Students will be the center of attention of their friends from other tribes.
3	Students will have self-confidence	Students become vulnerable to ridicule from other tribes.
4	Students feel more at home at school.	Students tend to group themselves among ethnic groups whose mother tongue is B1.

**Table 1: Impact of Using Mother Tongue on Increasing Middle School Students' Interest in Learning**

After analyzing the use of mother tongue, it has a positive and negative influence on the use of Bima language used by Muhammdiyah Bolo Middle School students. Basically, the Bima language is a regional language that is guarded and preserved by the Bima people [16]. The Bima language is a regional language that is growing and is always used in inter-tribal environments to express one's wishes. The Bima language is also a reflection of regional culture, but if they want to communicate with people of different ethnicities, they will use Indonesian as a unified language. So, it can be concluded that the use of language, both regional languages and Indonesian, is determined based on formal and non-formal situations [17]. Bima Regency has the slogan Maja Labo Dahu, meaning shame and fear. Students are also directed to learn Bima

language to improve their ability to communicate in Bima language well and correctly, both orally and in writing. The conclusion is that the Bima community is a multilingual society, that is, they use two languages together according to communication and interaction needs. If society can implement the use of multilingual languages well then there will be no negative impact on a person or group's use of the Bima language [18].

Apart from that, the mother tongue needs to be preserved as the language of the Indonesian nation. All elements of society must also be able to use Indonesian properly and correctly, because Indonesian is a tool to unify the nation so that as a good nation and good students, we can apply Indonesian based on rules, order, accuracy and reasonable acceptability. The Indonesian language used must be good and correct (complete) and standard. The level of standardless is as measured and regulated by linguistic rules and usage logic. Referring to the Kompas daily published on July 27 2021, it is stated that there are 718 mother tongues throughout Indonesia and 207 of them are threatened with extinction because they are being eroded by foreign languages that have emerged in the social environment of today's teenagers. The compass further states that this should not be left to chance considering that mother tongues are a world cultural heritage whose preservation must be maintained, in fact according to data from Unesco, every two weeks a mother tongue is lost, taking its cultural and intellectual heritage with it, which is why Unesco is trying to prevent it. preserving mother languages by creating International Mother Language Day, which is celebrated every February 21. Hutton distinguishes the liberal-individualist view of language ownership, according to which "language is the non-personal property of non-individuals, not the collective property of a defined group" from the "mother-tongue tradition of native speakers", where "language is the collective belonging of its native speakers, understood collectively as Volk or ethnos [18]. So focus on the basic thing, namely the mother tongue, because there is no agreement between the child and the mother about what language is or how to decide to use the mother tongue. This is the same as research results which state that from the differences in language used, students are given confidence in using language as a self-role model [19]. In addition, if children do not learn to speak their mother tongue at home, it is unlikely that they will learn to speak it fluently, given the age limitations in language learning [20].

The explanation above can be concluded that the use of mother tongue and the use of Indonesian both have a very important role not only in education but also in the learning process in the classroom. Apart from that, to train communication between students, the mother tongue can also be used as a means of increasing knowledge, with the use of Indonesian as a second language (B2) for some residents, especially those in rural areas, developed in the learning process after the mother tongue. These two languages cannot be separated from the fabric of social life because the mother tongue is a language that existed before Indonesian.

#### 4. CONCLUSION

Based on the research results and discussion in this research, it can be concluded that there are impacts that arise due to the use of the mother tongue, the results of the research have been presented in the previous description. The impact of students' use of their mother tongue both during the learning process at school and when interacting with them is both positive and negative. One of the efforts made to overcome the influences that occur due to the use of mother tongue in the school environment is by teachers at school taking part in helping to provide explanations to students about the importance of mother tongue and Indonesian in life. The use of mother tongue in assisting the learning process in class can not only be used as a reference as a tool for students' communication practice but can also provide additional insight into linguistic knowledge. Therefore, proper guidance for students by teachers needs to know all the problems related to how to use language well and correctly or start implementing multilingualism in the learning process as a form of preserving the local wisdom of the Bima region.

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