

## **The Influence of Mother Tongue on Indonesian Language Learning in Grade VII at UPT SMP Negeri 4 Baranti**

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### **ABSTRACT**

This study aims to identify and measure the influence of mother tongue use on Indonesian language learning outcomes among Grade VII students at UPT SMP Negeri 4 Baranti. The research employed a quantitative method with a true-experimental posttest-only control design. The sample consisted of 40 students, divided into two groups: 20 students in the experimental group who received instruction integrating the mother tongue (Bugis language) and 20 students in the control group who learned conventionally using Indonesian. Data collection techniques included multiple-choice tests (posttest) and questionnaires. The results showed a significant difference between the two groups. The experimental group achieved a higher average learning outcome score compared to the control group. Data analysis using the independent sample t-test yielded a significance value of 0.008 ( $p < 0.05$ ) and an average score difference of 10.9, indicating that  $H_0$  was rejected and  $H_1$  was accepted. This proves there is a significant difference between the two groups. Furthermore, the questionnaire results also revealed positive student responses toward the use of the mother tongue in the learning process. In conclusion, the use of the mother tongue has been proven to have a significant positive effect on improving Indonesian language learning outcomes for Grade VII students at UPT SMP Negeri 4 Baranti.

**Keywords:** Mother Tongue; Learning; Indonesian Language

### **INTRODUCTION**

Language plays a crucial role in human life as an essential element that cannot be separated from human existence. It is not only a means of communication but also serves to express cultural and social identity. Keraf (1997) defines language as a system of sound symbols produced by human speech organs and used as a tool for communication among members of society. As a structured system of symbols,

language conveys meaning, values, and norms that guide social interaction. This ability to create and utilize language distinguishes humans from other living beings. Mother tongue refers to the first language acquired and used by an individual in their family environment. In many cases, regional languages function as the mother tongue because they are the first language used in a community. The influence of regional languages on the use of the national language, such as Indonesian, can be seen in vocabulary choice, grammar structure, and communication style. Although Bahasa Indonesia is the official national language and a unifying symbol, local languages such as Bugis continue to play a significant role in daily interactions, including in educational contexts.

In formal education, Bahasa Indonesia serves as the primary medium of instruction. However, in practice, it often coexists and competes with local languages in various communities. Over time, regional languages have experienced shifts in use, sometimes being replaced by slang or informal speech, leading to a decline in pride among younger generations in speaking their mother tongue. Students whose first language is different from the language of instruction may face challenges in understanding vocabulary, sentence structures, and cultural nuances embedded in Bahasa Indonesia.

The use of mother tongue in classroom interaction has been found to help students better understand the material presented by teachers, particularly when dealing with complex concepts. Studies have shown that using the mother tongue as a bridge in teaching not only aids comprehension but also facilitates the acquisition of other languages, including Bahasa Indonesia. This is especially relevant in bilingual or multilingual environments, where code-switching between the mother tongue and the national language is a natural occurrence in communication.

Previous research supports the notion that the mother tongue contributes significantly to the development of oral language skills, listening comprehension, and persuasive communication. For example, Yarti et al. (2021) found that 32.7% of children's listening skills were influenced by their mother tongue, while Kusmawanto et al. (2019) observed that over 30% of junior high school students used their mother tongue in persuasive speech despite formal instruction in Bahasa Indonesia. These findings highlight the persistent influence of the mother tongue in education. This topic also has a strong legal basis in Indonesia. Article 32 of the 1945 Constitution obligates the state to respect and preserve regional languages as part of the nation's cultural heritage. Law No. 24 of 2009 further protects the use of regional languages, and many local governments have implemented policies to preserve them through the education system. These policies underscore the importance of studying the role of the mother tongue in the learning process, not only for academic purposes but also as a means of cultural preservation.

The present study is considered significant because the majority of students at UPT SMP Negeri 4 Baranti are native speakers of the Bugis language. This sociolinguistic environment provides an ideal context to examine how the mother

tongue influences learning outcomes in Bahasa Indonesia. Grade VII students, in particular, are at a transitional stage where slang and informal language are becoming more dominant, making it essential to investigate how the mother tongue can help maintain linguistic identity and improve comprehension in formal learning. Therefore, this study aims to answer the research question: “How does the mother tongue influence Bahasa Indonesia learning in Grade VII at UPT SMP Negeri 4 Baranti?” More specifically, it seeks to identify and measure the extent to which the mother tongue affects learning outcomes in Bahasa Indonesia. The findings are expected to provide valuable insights for educators and parents on the role of the mother tongue in supporting students’ communication skills and academic achievement.

## LITERATURE REVIEW

The mother tongue, or first language (L1), is the language acquired by an individual from birth through interaction within the immediate family and community. It provides the foundation for communication, cognitive development, and the formation of cultural identity (Khairun Nisyah & Hudiyo, 2023). The Indonesian Dictionary defines the mother tongue as the language learned from early childhood through communication with family members and people in the surrounding environment. According to the mentalist perspective, children possess an innate Language Acquisition Device (LAD) that enables them to internalize the structure of their mother tongue naturally from a young age (Effiong, 2013).

In contrast, the second language (L2) refers to a language learned after the acquisition of the first language, often in a more formal or structured setting (Aziz, 2023). Stephen Krashen differentiates between acquisition, a subconscious process similar to L1 learning, and learning, which involves conscious knowledge of grammar and formal instruction. In Indonesia, Bahasa Indonesia is often considered the L2 for students in regions where local languages dominate daily communication. This dynamic creates both opportunities and challenges in language learning.

Previous research has explored the impact of the mother tongue on learning Bahasa Indonesia. Puspitasari and Devi (2019) examined the phenomenon of code-switching in classrooms, revealing that L1 use affects the effectiveness of instruction. Similarly, Vinansih et al. (2020) found that using the Javanese language in teaching eased students’ comprehension and supported cultural preservation, although it also limited proficiency in formal Bahasa Indonesia. These studies, however, largely employed qualitative approaches without controlled experimental designs.

Hayati et al. (2021) applied a quasi-experimental method to assess the effect of the mother tongue on Indonesian language skills among junior high school students, finding significant improvements after integrating L1 into lessons. In contrast, Ashari et al. (2022) studied the impact of using Javanese at home on elementary

students' speaking skills and reported no significant correlation. These mixed findings suggest that the context, teaching method, and educational level influence the extent of L1's impact.

From a theoretical standpoint, three major perspectives explain language acquisition: behaviorism, nativism, and interactionism. Behaviorist theory, as proposed by B.F. Skinner, emphasizes environmental influence and repetitive practice in forming linguistic habits (Rachmawati et al., 2021). Nativist theory, advanced by Noam Chomsky, argues that humans are born with an innate capacity for language, enabling them to acquire complex grammar in a relatively short time (Masrur & Maghfiah, 2024). Interactionist theory, rooted in the work of Lev Vygotsky, highlights the importance of social interaction and the Zone of Proximal Development (ZPD) in facilitating language learning (Salikin, 2014).

Vygotsky's framework is particularly relevant to the present study, as it positions the mother tongue as a scaffolding tool that bridges students' prior knowledge with new concepts in the second language. By communicating in a familiar language, students can better grasp abstract ideas, collaborate with peers, and participate actively in discussions. This approach also aligns with the principles of mediated learning and cognitive apprenticeship, where guidance from more proficient speakers supports gradual skill development.

In the Indonesian educational context, the national curriculum mandates the teaching of Bahasa Indonesia at all levels to develop literacy, cultural appreciation, and effective communication skills (Samiha et al., 2022). However, in multilingual settings such as South Sulawesi, the dominance of local languages like Bugis in students' daily interactions can influence the way they learn Bahasa Indonesia. This interplay raises important pedagogical considerations regarding whether to restrict or strategically integrate the mother tongue in instruction. The literature reveals that while the mother tongue can be a barrier in formal language acquisition when overused, it also holds significant potential as a supportive instructional tool. The gap identified in previous studies is the lack of quantitative, true-experimental research that measures the direct impact of L1 integration on Indonesian language learning outcomes at the junior high school level. This study aims to address that gap by implementing a controlled intervention and analyzing its effects statistically, thereby contributing new empirical evidence to the field.

## **METHOD**

### **Design and Sample**

This study employed a quantitative research approach grounded in the positivist paradigm, which emphasizes objective measurement and statistical analysis to examine the relationship between variables (Sugiyono, 2015). Specifically, a true-experimental design was applied, using the posttest-only control group model. This design enables the researcher to establish causal relationships by introducing an

intervention to an experimental group while maintaining a control group that does not receive the treatment. The research was conducted at UPT SMP Negeri 4 Baranti, located in Jln. Gotong Royong, Desa Tonrongnge, Kecamatan Baranti, Kabupaten Sidenreng Rappang, South Sulawesi. The school was chosen purposively because the majority of students are native Bugis speakers, creating an ideal sociolinguistic environment to observe the interaction between the mother tongue and Bahasa Indonesia learning. The study took place over two months, from May to June 2025, aligning with the school's academic schedule to ensure minimal disruption to the teaching process.

The population consisted of all 40 Grade VII students at UPT SMP Negeri 4 Baranti, comprising 20 students from class VII.1 and 20 students from class VII.2. Given the relatively small population size, the sampling technique used was total sampling, in which all members of the population were included as participants. The participants were then divided into two groups: an experimental group of 20 students who received instruction with integration of the mother tongue (Bugis) and a control group of 20 students who received instruction entirely in Bahasa Indonesia.

### **Instrument and Procedures**

Two primary instruments were used to collect data: a multiple-choice posttest and a questionnaire. The posttest was administered to both groups after the intervention to measure Indonesian language learning outcomes. The questions were delivered through the Quizizz platform, which provided an engaging, interactive testing environment and allowed for efficient data collection. The questionnaire, designed using a Likert scale, aimed to gather students' perceptions and attitudes toward the use of the mother tongue in learning. It contained statements related to the perceived benefits and challenges of L1 use during lessons. The intervention was conducted in the experimental group by delivering Indonesian language lessons with strategic integration of the mother tongue, particularly when explaining complex concepts, giving examples, or clarifying instructions. In contrast, the control group received lessons entirely in Bahasa Indonesia without any mother tongue support. This setup allowed for a direct comparison of learning outcomes between the two groups.

### **Data Analysis**

Data analysis began with preliminary statistical tests to ensure the validity of the data for further analysis. Normality tests (Shapiro–Wilk) and homogeneity tests were conducted to verify that the data met the assumptions required for parametric statistical procedures. Once these assumptions were confirmed, an independent samples t-test was applied to determine whether there was a statistically significant difference in posttest scores between the experimental and control groups. The research also involved descriptive statistical analysis to examine the distribution of student scores and categorize their performance levels into “Excellent,” “Good,” “Fair,” and “Poor” based on predetermined score ranges. This categorization

provided a clearer picture of how the mother tongue influenced not only average scores but also the overall distribution of learning achievement across students. Ethical considerations were observed throughout the study. Permission to conduct the research was obtained from the school principal, and participation was voluntary. Students and parents were informed about the objectives, procedures, and potential benefits of the study.

## RESULT AND DISCUSSION

The results of this study are based on data collected through a multiple-choice posttest and a Likert-scale questionnaire administered to both the experimental and control groups after the intervention. The analysis focused on comparing the Indonesian language learning outcomes between students who received instruction with integration of the mother tongue (Bugis) and those who learned exclusively in Bahasa Indonesia. Descriptive statistics revealed notable differences in the mean posttest scores between the two groups. The experimental group achieved a higher mean score compared to the control group. The highest score in the experimental group was 100, while the lowest was 53. In contrast, the control group's highest score was 93 and the lowest was 40. This spread indicates better overall performance in the experimental group.

The classification of scores into achievement categories showed that in the experimental group, 10% of students were in the "Excellent" category, 30% in "Good," 35% in "Fair," 20% in "Poor," and 5% in "Very Poor." In the control group, only 5% reached the "Excellent" category, 10% were in "Good," 15% in "Fair," 50% in "Poor," and 20% in "Very Poor." This demonstrates that the experimental group not only achieved higher scores but also had fewer students in the lower categories. The normality test using the Shapiro–Wilk method indicated that both groups' data were normally distributed, with significance values of 0.640 for the experimental group and 0.696 for the control group ( $p > 0.05$ ). These results confirmed the assumption of normality, allowing for parametric testing.

An independent samples t-test was conducted to determine the statistical significance of the differences between the two groups. The results showed a mean difference of 10.9, a t-value of 2.816, and a significance value of 0.008 ( $p < 0.05$ ). This indicates that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted, confirming that the use of the mother tongue had a significant positive effect on Indonesian language learning outcomes. The questionnaire results from the experimental group indicated that more than 60% of students responded "Agree" or "Strongly Agree" to statements about the benefits of using the mother tongue in learning. The highest-rated items included improved comprehension of difficult concepts, increased participation in class, and greater ease in understanding instructions and vocabulary. In contrast, responses from the control group were more varied, with a higher proportion of neutral or negative ratings. While some students acknowledged the importance of Bahasa Indonesia as the sole medium of instruction, others expressed difficulties in fully understanding

complex material without the support of their mother tongue. The following table summarizes the posttest score distribution and statistical test results:

Category	Interval Score	Experimental Group	%	Control Group	%
Excellent	91–100	2	10%	1	5%
Good	80–90	6	30%	2	10%
Fair	70–79	7	35%	3	15%
Poor	60–69	4	20%	10	50%
Very Poor	< 60	1	5%	4	20%
Mean Score	—	77.35	—	66.45	—
t-test (p)	—	-	—	-	0.008

The findings of this study confirm that integrating the mother tongue into the teaching of Bahasa Indonesia significantly improves student learning outcomes. The higher mean scores and more favorable score distribution in the experimental group demonstrate that students benefited from the use of Bugis as a supplementary instructional tool. This result aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), where scaffolding through a familiar language facilitates the acquisition of new concepts. The statistical evidence, with a p-value of 0.008, indicates that the difference in performance between the experimental and control groups was not due to chance. The mean difference of 10.9 points is substantial, especially considering the relatively short duration of the intervention. This suggests that even limited integration of the mother tongue can yield measurable improvements in comprehension and performance.

Student perception data further supports the quantitative findings. The experimental group's overwhelmingly positive responses indicate that the mother tongue enhances comfort, confidence, and participation. When students are able to clarify doubts in their first language, they engage more actively in discussions and demonstrate greater willingness to attempt tasks in the second language. In contrast, the control group's mixed responses suggest that exclusive use of Bahasa Indonesia in instruction may limit understanding for students who are not fully proficient in it. While immersion in the national language can be beneficial for fluency, it may hinder learning when conceptual understanding is compromised by linguistic barriers.

These results are consistent with prior studies, such as those by Vinansih et al. (2020) and Hayati et al. (2021), which found that mother tongue integration aids comprehension and facilitates learning. However, the present study contributes new empirical evidence by employing a true-experimental design, strengthening the

causal inference between mother tongue use and learning outcomes. From a pedagogical perspective, these findings suggest that strategic use of the mother tongue should not be seen as competing with the national language but as complementing it. In multilingual contexts, alternating between the mother tongue and Bahasa Indonesia can help bridge linguistic gaps without undermining the status of the national language.

Nevertheless, the results also highlight that the mother tongue's role should be carefully managed to avoid over-reliance. Teachers need to balance the use of L1 with opportunities for students to practice L2 skills, ensuring that students can eventually operate effectively in academic contexts that require Bahasa Indonesia exclusively. This study's implications extend beyond the classroom. Education policymakers could consider incorporating guidelines for the controlled use of mother tongues in instruction, especially in regions where students predominantly speak a local language. Such policies would not only improve academic performance but also support the preservation of cultural and linguistic heritage.

## CONCLUSION

This study concludes that the integration of the mother tongue, specifically the Bugis language, in teaching Bahasa Indonesia to Grade VII students at UPT SMP Negeri 4 Baranti has a significant positive impact on learning outcomes. The experimental group, which received instruction incorporating the mother tongue, achieved higher average scores and demonstrated a more favorable distribution of achievement categories compared to the control group. Statistical analysis using an independent samples t-test confirmed the significance of this difference ( $p = 0.008$ ), indicating that the mother tongue serves as an effective instructional tool in multilingual learning environments. In addition to improved academic performance, students in the experimental group expressed positive perceptions toward the use of their mother tongue in the classroom. They reported greater comprehension of complex concepts, increased participation, and enhanced comfort during the learning process. These findings support the theoretical framework of Vygotsky's sociocultural theory, which emphasizes the role of scaffolding and prior linguistic knowledge in acquiring new skills and knowledge. Overall, the results underscore the pedagogical value of strategically incorporating the mother tongue into instruction, not as a replacement for the national language but as a complementary tool to facilitate understanding and engagement. The study also highlights the importance of developing educational policies that acknowledge the benefits of bilingual or multilingual approaches, especially in regions where local languages remain central to students' daily lives.

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