

**THE USE OF MANDARESE AS MOTHER TONGUE
IN ENGLISH LEARNING**



A Thesis

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ABSTRACT

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In this research, the researcher found that teachers and students at MA Nuhiyah Pampusuang still often use Mandarese in the English learning process. Most students find English difficult to learn. Therefore, some teachers use their mother tongue in English learning so that students can better understand the material taught. This research aims to find out in what situations teachers use Mandarese in English learning and what are the students' perceptions of the use of Mandarese in English learning. The subjects of this research were teachers and students of MA Nuhiyah Pampusuang. The participants were taken using purposive sampling technique consisting of 11 students and 1 teacher. Knowing the situation of the teacher and students' perceptions of English learning can help teachers to develop effective learning strategies for students. Data were collected through observation and interviews. Based on the findings and discussion in this research, the situation of teachers using Mandarese in learning English there are several situations, which are giving explanations, checking understanding, providing motivation, giving instructions, and making jokes. Meanwhile, students' perceptions are divided into two aspects. The first aspect, the use of Mandarese in learning English results in students choosing to use Mandarese to give explanations when students do not understand the material, give instructions, and make jokes. As for the second aspect, Mandarese is not eliminated because it helps students to give detailed explanations, makes it easier to understand the explanation of composing sentences, makes students feel comfortable, and makes it easier to understand the material quickly. In addition, Mandarese should be limited because it can make students dependent which can slow down their mastery of English and lack knowledge of English.

Keywords : Mother Tongue, Mandarese, English Learning

ABSTRAK

Researcher : Aslia Alwi
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Dalam penelitian ini, peneliti menemukan bahwa guru dan siswa di MA Nuhayah Pambusuang masih sering menggunakan bahasa Mandar dalam proses pembelajaran bahasa Inggris. Sebagian besar siswa menganggap bahasa Inggris sulit dipelajari. Oleh karena itu, beberapa guru menggunakan bahasa ibu mereka dalam pembelajaran bahasa Inggris agar siswa dapat lebih memahami materi yang diajarkan. Penelitian ini bertujuan untuk mengetahui dalam situasi apa guru menggunakan Bahasa Mandar dalam pembelajaran Bahasa Inggris dan apa persepsi siswa terhadap penggunaan Bahasa Mandar dalam pembelajaran Bahasa Inggris. Subjek penelitian ini adalah guru dan siswa MA Nuhayah Pambusuang. Partisipan diambil dengan menggunakan teknik purposive sampling yang terdiri dari 11 siswa dan 1 guru. Dengan mengetahui situasi guru dan persepsi siswa dalam pembelajaran bahasa Inggris dapat membantu para guru untuk mengembangkan strategi pembelajaran yang efektif bagi para siswa. Data dikumpulkan melalui observasi dan wawancara. Berdasarkan temuan dan pembahasan pada penelitian ini, situasi guru menggunakan Bahasa Mandar dalam pembelajaran Bahasa Inggris terdapat beberapa situasi yaitu memberikan penjelasan, menarik perhatian, mengecek pemahaman, memberikan motivasi, memberikan intruksi, dan membuat lelucon. Sedangkan untuk persepsi siswa dibagi menjadi dua aspek. Aspek pertama, penggunaan Bahasa Mandar dalam pembelajaran Bahasa Inggris menghasilkan siswa memilih menggunakan Bahasa Mandar memberi penjelasan ketika siswa tidak paham mengenai materi, memberikan intruksi, dan membuat lelucon. Sedangkan untuk aspek kedua yaitu Bahasa Mandar tidak dihilangkan karena membantu siswa untuk memberi penjelasan secara rinci, memudahkan untuk memahami penjelasan menyusun kalimat, membuat siswa merasa nyaman, dan memudahkan memahami materi dengan cepat. Selain itu, Bahasa Mandar seharusnya dibatasi karena dapat membuat siswa ketergantungan yang dapat memperlambat dalam penguasaan Bahasa Inggris dan kurang pengetahuan tentang Bahasa Inggris.

Kata Kunci : Bahasa Ibu, Bahasa Mandar, Pembelajaran Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Research Background

English is one of the most important foreign languages to learn worldwide, including in Indonesia. In Indonesia, English is a foreign language learned in formal and non-formal education. Currently, many methods of learning English can be used by teachers in the learning process.

One of the English learning methods we can find is using the mother tongue. As people know, the mother tongue is the first language a person receives since birth (Khatai, 2011). Another definition says the mother tongue is the language mastered by a person and the longest known (Suliman, 2014). In short, the mother tongue is the first language known and mastered by a person.

Aslam (2016), there are several situations when teachers use their mother tongue in English learning, such as when the teacher wants to give instructions to students, check students' understanding, explain grammar rules, make jokes, motivate students, introduce new vocabulary and other things that meant to facilitate the teacher to help students comprehend anything. In addition, according to Hakim & Suharto (2020) the mother tongue is also used when teachers provide motivation, give instructions, explain vocabulary and materials and express anger, frustration and pleasure. Therefore, the content of using the mother tongue has several functions in the English learning process.

Using the mother tongue in learning English certainly has its pros and cons. Teachers should know that students do not always understand what they want to

say so confirmation is needed so that understanding can be checked and if miscommunication occurs, the teacher can take appropriate action, such as switching to mother tongue (Demirci & Tolu, 2015). Then, the limited use of mother tongue in EFL learning can affect students' psychology, making students feel shy and limiting their ability to express themselves freely (Khatai, 2011). Here it is seen that the use of the mother tongue helps in orientating students to learn English as a foreign language.

However, other opinions say that in learning English, English should be used as well. According to Pan & Pan (2010) said the use of English should be increased in English lessons because English skills can only be acquired by pressurizing students to use English. In addition, Mansory (2019) argued that using the mother tongue in English language learning could hinder the acquisition of the source language and the more students are exposure to a foreign language, the more quickly they learn. Therefore, the use of mother tongue has pros and cons in the perspective of learning English.

Then, one of the mother tongues in West Sulawesi is Mandarese. Mandarese is the native language of West Sulawesi, mostly used in Polewali Mandar and Majene. Both regencies use Mandarese as their daily language or mother tongue, so Mandarese is widely spoken in those area (Al Fatana et al., 2021). Most people in West Sulawesi use Mandarese to communicate with each other. In addition, Mandarese is a language that is taught from generation to generation for a long time ago.

Pambusuang village the majority of people use Mandarese as their daily language. Starting from parents to children everything is still very thick using Mandarese. Even the majority there are more dominant in using the Mandarese than the official language, namely Indonesian. The use of Mandarese is not only used in the community and family environment but also often found in the school environment in the teaching and learning process in the classroom.

MA Nuhiyah Pambusuang is a senior high school located in Balanipa Sub-district, Polewali Mandar Regency, precisely in Pambusuang village. Based on the initial observation, the researcher found that teachers and students at MA Nuhiyah Pambusuang still often use the Mandarese language in the English learning process. Most students at MA Nuhiyah Pambusuang think that English is scary, frustrating, tense, lazy, and difficult to learn. Therefore, several teachers use their mother tongue in English learning so that they can better understand the material being taught. Then, English is very important for students to know because English is an international language.

Based on the phenomenon mentioned above, the researcher sees that there are situations when teachers use their mother tongue in English learning and there are also pros and cons to using of their mother tongue in English learning. Therefore, the researcher wanted to find out in what situations teachers use the mother tongue in English learning and also needed students' perceptions of the use of the mother tongue in English learning. Student perceptions are essential in the teaching and learning process because they can assist teachers in drawing the right conclusions about how to manage the situation in the classroom so as to help

students to learn more easily and successfully (Alam, 2018). Therefore, researcher is attracted to conduct a study entitled "**The Use of Mandarese as Mother Tongue in English Learning**".

B. Research Questions

Based on the background of the problem above, the author raises the following issues:

1. In what situations does the teacher use Mandarese in English learning at MA Nuhiyah Pampusuang?
2. What are the perceptions of students using Mandarese in English learning at MA Nuhiyah Pampusuang?

C. Research Objectives

Based on the formulation of the problem above, the purpose of this research is to find out:

1. Situations when the teacher uses Mandarese in English learning at MA Nuhiyah Pampusuang.
2. Students' perception of using Mandarese in English learning at MA Nuhiyah Pampusuang.

D. Research Significances

This research is expected to provide many benefits both practically and theoretically.

1. Theoretically

- a. As input for teachers to realize that first language can be used as additional knowledge in learning English.
- b. As input for students to realize that first language can be used as additional learning in English learning.
- c. As a reference for further research and as new knowledge for the author in conducting research.

2. Practically

- a. As an input to teachers that they should know the use of their mother tongue in English learning so that they can provide good solutions to students in understanding English.
- b. As an input to students know that the use of their mother tongue can motivate students in English learning.
- c. As input for the school, it is expected to make a good contribution to the improvement of the learning process at school.
- d. The researcher knows the value of using the mother tongue in English learning and aims to improve her opinion about the mother tongue.

E. Scope of the Research

The scope of this study focuses on looking at the use of Mandarese in English language learning. The first problem discusses the situation of teachers using Mandarese language in English learning. The second problem discusses students' perceptions of the use of Mandarese in English language learning. Then the subjects of this research are teacher and students of MA Nuhiyah Pambusuang.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

There are several previous studies related to this research. First, Hawa et al. (2021) with the title "University Students' Perceptions Toward the Use of Mother Tongue in the EFL Classroom" This research aims to investigate students' perceptions of the use of the mother tongue and analyze its function or use in English lessons. The research was conducted using mixed methods, using classroom observation, questionnaires, and interviews. The results show that the use of mother tongue at the low level of students' ability to speak English prefers mother tongue rather than English, while the high level of students' ability to speak English prefers to use English to improve their English. While the function of using mother tongue is to give instructions, explain foreign vocabulary, and understand the similarities or differences between English speech and idioms.

Second, Moningka (2021) with the title "Teachers' and Students' Perceptions of the Use of Mother Tongue as Language Teaching in the Classroom" that this research aims to find out how teachers' and students' perceptions of the use of mother tongue in language teaching. This research was conducted by applying qualitative methods. The results show that teachers choose to use English as the instructional language instead of their mother tongue. The use of the English language in the class is a great method to improve student's English proficiency fast. Yet, the use of the mother tongue in learning cannot be ignored. The mother tongue can be used in the same proportion as the target language. In addition,

students can minimize the use of their mother tongue and it is very essential to use the language in the classroom as many times as necessary.

Third, Fauziyyah & Izzah (2022) with the title " How Rural Students Dealing Their Sundanese Mother Tongue in Learning English" that the purpose of this research is to find out the function of using Sundanese in the English learning process and students' perceptions of the use of Sundanese in the learning process. English at MA Miftahussa'adah, conducted in class XI IPA and IPS. This research uses qualitative methods with descriptive. In this research, the data collection techniques were observation and interview. The results showed that: 1) The function of using the mother tongue which is the Sundanese in the English learning process is to introduce, express feelings or emotions, explain, and motivate 2) The use of mother tongue can help mastering English, students like teachers using mother tongue as the language of instruction, students do not like when teachers only use English, but the use of mother tongue should be limited.

Fourth, Pratiwi et al. (2022) with the title "The Use of Indonesian in Teaching English as the Foreign Language" this research aims to find out in what situations teachers should use Indonesian to teach English, the reasons why lecturers should use Indonesian to teach English, and students' perceptions of using Indonesian in teaching. This research applied mixed methods. The results of the data analysis show that lecturers tend to use English mainly in EFL learning, however, in some situations they need to use Indonesian to clarify and emphasize the meaning of the material. situations of Indonesian language use by teachers Teaching English depends on the difficulty level of the subject, misunderstandings occur, and

students do not understand the explanation in English. The results also show that the majority of students prefer teachers to use English rather than learning more English as it can help them master vocabulary. However, students also support the use of Indonesian in English learning because it can help them better understand the subjects taught, increase classroom activities, and improve their English skills.

In the previous research above, there are similarities and differences in this research. The similarity of the search results above is that all of them use their mother tongue in English learning. The problem that often arises is students who use their mother tongue in the English learning process. Therefore, researchers who want to use their mother tongue in English learning can increase their knowledge through this research.

The difference between this research and previous studies is that researchers conducted research with a different focus. The first research examined the effect of mother tongue on students' speaking ability. The second research focused on teachers' and students' perceptions of the use of the mother tongue in EFL classes as instruction. The third research focused on the use of Sundanese as a mother tongue in English learning, and the fourth research focused on students' perceptions of the use of the mother tongue. Whereas in this research, the researcher focused more on the situation of teacher using their mother tongue and the perception of students using their mother tongue in English learning.

So, based on some of the studies above, it can be concluded that the mother tongue can be used in various lessons in the classroom. This motivates researcher to find out in what situations teacher use Mandarese as a mother tongue in English

learning and what the perceptions of students using Mandarese as a mother tongue in English learning at MA Nuhiyah Pampusuang.

B. Pertinent Ideas

1. Concept of Mother Tongue

a. Definition of Mother Tongue

The mother tongue is the language learned from infancy or the language known from childhood, also known as the mother tongue. Mother tongue is the language a person receives from childhood or the language spoken by the family or the place where he or she was born (Nishanthi, 2020). In this case, children acquire their first language or mother tongue automatically and organically or the one learned at an early age at home (Pratiwi et al., 2022). Therefore, the mother tongue is the first language that the child learns known as the mother tongue or first language.

Mother tongue can also be called language as a tool in education (Tupas, 2015). Because in all school subjects including foreign language learners use the mother tongue as a basis for understanding the target language and are used coherently. By using the mother tongue, one can be said to think, learn to communicate, and acquire language understanding quickly. Therefore, the mother tongue is a tool that a person uses in learning a foreign language that stores a support system for language acquisition (Mohan, 2013).

b. The use of Mother Tongue in English Learning

The use of the mother tongue in English learning has an important role from various directions, among others: Pratiwi et al. (2022) the use of the mother tongue in English learning can suppress or clarify meaning and help students understand the material more easily. Students sometimes have difficulty understanding the content when the teacher explains the entire content of the material in English, so students easily understand the teacher's explanation as a whole. This is confirmed by Fitriani et al. (2017) stated that in English learning, students more easily understand learning materials provided in their mother tongue than in the target language.

In addition, Timor (2012) also said that the mother tongue is used to teach English learning topics such as grammar or reading comprehension problems, and in such situations, it shows that when the teaching material is quite complex, the mother tongue can be used in English teaching. Furthermore, Aslam (2016), there are several situations when teachers use their mother tongue in English learning, such as when the teacher wants to give instructions to students, check students' understanding, explain grammar rules, make jokes, motivate students, introduce new vocabulary and other things that meant to facilitate the teacher to help students comprehend anything.

The situations where teachers use English in learning English make it easier for students to understand the teacher's explanation. In line with

Kaymakamoglu & Yiltanlilar (2019) who argue that mother tongue makes it easier for students to understand instructions from teachers and makes instructions clearer. In addition, mother tongue can overcome the problems that occur in the classroom to clarify the meaning of words or meanings more clearly so that it is easier for students to understand (Burat & Çavuşoğlu, 2020).

It can be concluded that the use of the mother tongue has a function in English learning be it clarifying the material, making it easier to understand the material, teaching difficult topics, or even providing instruction or motivation. Therefore, the use of the mother tongue can be applied by English learners. However, it can be applied in situations that are needed to make students comfortable in the classroom.

c. The Controversy of Mother Tongue Use in English Learning

The role of the mother tongue remains one of the pros and cons of using the mother tongue in English learning. The research results of several experts that excessive use of the mother tongue in foreign language learning can minimize the input of the target language students need to acquire, focusing on language, speaking, and listening skills (Moningka, 2021). Hawa et al. (2021)) also explains that the use of English in most English lessons should be maximized and the use of the mother tongue should be minimized or banned at all levels of learning. Therefore, it is very important to avoid the use of the mother tongue as all English learning classes should focus on the target language because

students are supposed to use the target language to develop their language skills.

In contrast, some researchers argue that banning native language from English learning should not be done. They believe that the mother tongue can influence English learning positively (Alshehri, 2017). According to Pardede (2018), It is believed that mother tongue can help with many of the activities in the classroom, like learning new vocabulary, learning grammar rules that clarify difficult concepts, or understanding local cultural factors. In addition, the mother tongue may also affect motivation of students to learn and centre on the language of the target (Anggrahini, 2019). Thus, the use of the mother tongue is difficult to avoid by both teachers and students.

Khatai (2011), the prohibition of using the mother tongue in English learning can affect psychological aspects, create insecurity for students and prevent students from expressing themselves freely. Some researchers consider the use of the mother tongue should be minimized in English teaching so that students can master the target language to be taught faster (Moningka, 2021). Although it is recommended to minimize the use of the mother tongue, it is not possible to completely avoid the use of the mother tongue. Therefore, the use of Mandarese has advantages and disadvantages in learning English. The advantages and disadvantages of using Mandarese in English language learning can be seen below.

1. Advantages

Based on the widespread debate among researchers, there are some pros and cons of using the mother tongue as a medium of instruction for students. Mahmutoğlu & Kicir (2013) mentioned some advantages of using the mother tongue.

- a) Decrease students' anxiety and establish relaxed learning environment.
- b) Provide direction and check students' understanding.

Given the above advantages, the English learning process strongly encourages the use of the mother tongue. Turin (2017) said some teachers argue that foreign language learning is very important to start teaching in mother tongue because the mother tongue can help students feel secure and not nervous when their foreign language ability is low. When students feel comfortable in the classroom, students are more open and learning is easier to understand. Making students feel safe can be done by letting them use their mother tongue, giving language input appropriately, and using their mother tongue as an introduction to learning.

The use of the mother tongue is also important for teachers when teaching materials (Moningka, 2021). This is to minimise the potential for misunderstanding among students, mainly in comprehending the direction of the assignment. For instance, in an English class where the majority of students have a poor level of English, like the teacher

gives an assignment. However, the teacher only uses English when explaining the instructions for completing the task, and some students do not understand what the teacher is saying. This led to misunderstandings among the students and they did not know what to do.

2. Disadvantages

Using the mother tongue does have many advantages, but overuse of the mother tongue can lead to over-reliance on the mother tongue resulting in less desirable outcomes (Paker & Karağaçaç, 2015). In general, for teachers, the use of mother tongue is a habit that is difficult to break. This can be an obstacle for students to successfully learn the target language. Thus, students acquire little additional English in the learning process, which may slow down their acquisition of English. when students rely too much on their mother tongue, they may become stiff when speaking English due to their lack of familiarity with the language.

Sibarani (2019) some dangers can arise from the excessive use of the mother tongue as follows

- a) The lack of use of English encourages students not to learn English as a whole.
- b) It makes students less fluent in learning English vocabulary.
- c) Students lose interest in learning English when they use their mother tongue too often. When teachers use English too much,

students understand English better, helping students understand the lesson better.

d) English learning makes students less challenged because it facilitates learning English by using the easy mother tongue.

Jahongirovna (2022) argues that excessive use of the mother tongue may prevent students from searching for the meaning of complex explanations. Although they can express the same meaning in English, they struggle to find a clear meaning and often use their mother tongue in class. This can reduce students' English proficiency, and students do not realize that the use of English in class is very important to improve their language skills. According to Turin (2017), students should be as close as possible to the target language to master it, because the more language students learn, the better they learn.

From the above discussion of the advantages and disadvantages of overusing the mother tongue, it is clear that teachers should use the mother tongue as the target language. Simply put, teachers can combine two languages in English language learning. Teachers can use their mother tongue in emergencies for example evaluating students' understanding of each material, giving instructions, motivating, teaching grammar, and others.

2. Concept of Perception

a. Definition of Perception

As people know, people have different ways of expressing emotions, as well as evaluating something they see or hear. For example, person A and person B must have differences in determining something. It could also be the same for judging something else. This is often referred to as "perception". People do this with their minds to gauge and measure what they are looking at and what they are thinking. The individual's experience and surroundings are one of the main factors that can affect perception, which can lead to different perceptions (Moningka, 2021).

Meanwhile, according to Lele (2019), perception is the process of receiving stimuli from the five senses that are preceded by awareness and attention so that a person can recognize, interact, and depend on these stimuli with what has been observed, and how we view, see, or interpret something. Therefore, perception is related to the connection between a person and their relationship with their environment through the five senses. In addition, Safitri (2021) states that perception is the interpretation of an object, event, or information based on the life experience of the person interpreting. Perception creates a unique meaning because perception arises through each person's experience.

b. Types of Perception

According to Diwyarthi et al. (2021), after individuals interact with the perceived object, the results of perception can be divided into two, namely:

- a. Positive perceptions, perceptions that describe all responses followed by an effort to use them.
- b. Negative perception, which is a person's perception illustrates all knowledge and reactions inconsistent with the object being perceived.

It can be said that positive or negative perceptions always affect a person's actions. And the occurrence of positive perception or negative perception depends on how a person describes all his understanding of the perceived object.

c. Perception of Students

Students are the central and most essential resource in the process of teaching and learning (Rizky Kurniawan, 2015). Students can learn from teachers as well as by themselves, while teachers cannot teach without students (Sudarwan Danim, 2010). So in every learning, it is needed by the perception of students.

Student perceptions are essential in the teaching and learning process because they can assist teachers in drawing the right conclusions about how to manage the situation in the classroom so as to help students to learn more easily and successfully (Alam, 2018). This is supported by Chen & Hoshower (2003) that student perception is very important in

assessing learning achievement. It can be summarized that in the learning process, perception is essential as students can influence how they obtain learning knowledge based on their previous experiences.

After studying students' perceptions, teachers are able to change what students dislike and can improve what students like, both in terms of teaching methods and ways of delivering material to students. If the students can understand the content and have a clear understanding of the teacher's strategies, then they will be more able to succeed in learning English (Pratiwi et al., 2022). Conversely, if students are unaware of the teacher's strategies, this lead to them failing. Hence, students' perceptions of mother tongue use in the classroom must be closely assessed when learning English, as this decides how students view the teacher's language use and can affect their academic success.

3. English Language Learning

According to Harmer (2012), everyone knows that language is a tool for people to converse with each other. Language is a way to interact with others. English is one of the most attractive languages, although it is different from the language of first speakers.

As the world's most popular language, English is spoken by many people from various countries who speak different languages. Bashiruddin (2018) argues that English has become a global language for education, communication, business, and opportunities in superior general. It is learnt

by students, even non-students from all over the world including Indonesia, as it can be used both orally and in writing.

One of the foreign languages learnt by students in Indonesia is English. In language study, students must be good at English through learning. However, students often use their mother tongue in talking activities because it is simpler and they also felt less exposed if they speak in their mother tongue. Very few students can speak English, even though they have learnt English for approximately than six years (Fauziyyah & Izzah, 2022).

According to (Fauziyyah & Izzah, 2022), there are several challenges in learning English, among others:

- a. Most people have a weak vocabulary. People learning English vocabulary have difficulty because they absorb new words but quickly forget them.
- b. Inability to converse effectively. Many people have difficulty speaking, whether it is a matter of anxiety, lack of vocabulary, or the grammar required to speak.
- c. Most people forget the basic rules of grammar leading to poor writing skills. They mispronounce, misspell, and even use sentences that are inappropriate.

This is not only the case now, but also at a time when some people prefer their mother tongue and refuse foreign languages. However, when one wants to become more fluent in English, they can do so by practicing in class or studying at school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methods

This research used qualitative methods to find answers to the problem formulation. According to Adnan (2015), qualitative research is an investigative process that aims to find out human behavior by creating a complex and complete picture of the social and cultural environment in which human behavior occurs. Based on the explanation described above, the researcher believes that qualitative methods are the right way to answer all the questions raised in this research. This research can also provide a clear explanation of the use of the mother tongue in English language learning.

B. Research Location and Participants

This research is located at MA Nuhiyah Pambusuang. The subjects of this research are teachers and students of MA Nuhiyah Pambusuang. There are 3 English teachers. The school consists of two departments, namely Religion and Social Studies. 9 classes are consisting of 14-18 students in each class, and all classes in this school have English subjects. In selecting the students, the researcher only chose class X Religion 1 because class X English knowledge is still basic and teachers more often use Mandarese as the language of instruction to class X, the higher the level the less the use of Mandarese. Then the researcher chose class X Religion 1 to be observed as well as interviewed because in one class the daily language is Mandarese. While choosing a teacher, the researcher

chose only one teacher because it was only class X Religion 1 that I wanted to research.

C. Technique of Data Collection

The data collection techniques in this research are observation and interview.

1. Observation

Observation is a common data collection technique in qualitative research methods. According to Arikunto (2019), observation is a data collection method using the five senses such as sight, smell, hearing, touch, and taste. Observation aims to get an overview of the problem being analyzed. Researcher conducted observations to find out in what situations teacher uses Mandarese in English learning. In the observation, the researcher collected information through the English learning process. In addition, the researcher also observed the performance of teachers and students in using the mother tongue at MA Nuhiyah Pampusuang. The researcher used classroom observation. This classroom observation is where the researcher observes the English learning process using video recordings and describes the use of the mother tongue by filling in field notes to synchronize the content of the video recordings. In the field notes, the researcher provides pen and paper. The researcher observed the learning process from the beginning to the end. The observation used is non-participant observation, where the researcher acts as a passive participant who does not interact with teachers and students during the learning process and the researcher conducted 2 meetings.

2. Interview

In addition to observation, interviews are also one of the ways that can be used to collect data. In simple terms, it can be said that an interview is a process between the interviewer and the interviewee or the person to be interviewed through direct communication (Yusuf, 2016). The purpose of the interview is to record opinions, feelings, emotions, and other issues related to the organization. The researcher conducted interviews to find out what are the perceptions of students using Mandarese as a mother tongue in English language learning. During the interview, the researcher obtained information by asking specific questions regarding the required data. The researcher orally and personally asked the necessary questions to the students with several lists of questions and used audio recordings.

D. Technique of Data Analysis

Data analysis is a technique used by researchers to manage data obtained from samples so that the material can be explained in a way that can be understood by researchers and others. Sunday (2015) says that data analysis is a process and step where we move from collected qualitative data to some kind of explanation, interpretation, or understanding of the people and situations being studied.

In this research, researcher used the data analysis technique (Miles et al., 2014). It includes three stages: collection, reduction, display, and conclusion drawing/verification.

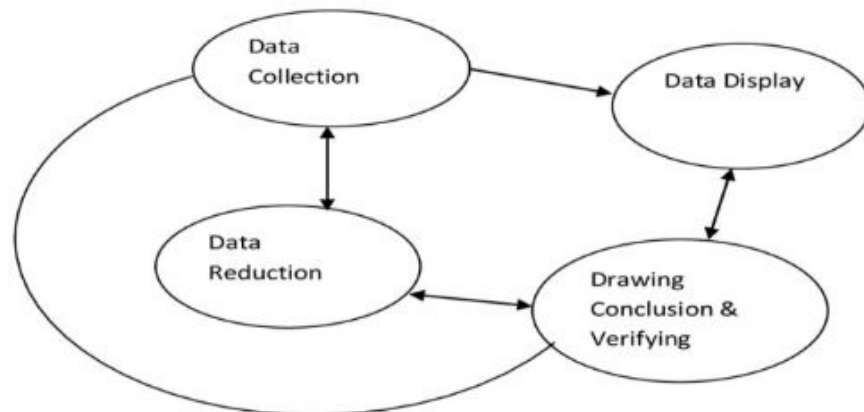


Figure 3.1 Components in Data Analysis

1. Data Collection

The first step main activity in research is collecting data. In qualitative research, data collection is done by observation and interviews. Data collection is carried out in a matter of days, so that a lot of data was obtained. In the early stages, researchers conducted a general exploration of the social situation/object under study, everything seen and heard was recorded. Thus the research obtained very large and very varied data.

2. Data Reduction

The second step in analysing qualitative data is data reduction. Data reduction means summarising, selecting the main points, and focusing on the important things. Next, the selected data was transcribed or converted into written form. All irrelevant information was eliminated, whereas relevant topics were coded and categorised. Then the categorized results are translated from regional languages into English.

3. Data Display

The third step in qualitative data analysis is presenting the data. This data presentation is in the form of text field notes, matrices, graphs, concept maps, and charts. This step was carried out by presenting an organized collection of data and it is possible to conclude it, because the data obtained during the qualitative research process is mostly narrative, so it needs to be simplified without reducing its content.

4. Conclusion Drawing/Verification

The final step in qualitative analysis is conclusion drawing. In research, conclusions drawing is carried out continuously during the research period which is initially unclear until it becomes clear. Conclusion drawing must include strong evidence. Therefore, researcher must compile a good data presentation so that conclusions can be drawn.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

1. The Situations of Teacher Using the Mandarese in English Learning

In this section, the researcher conducted classroom observations to obtain the data. The first aspect focuses on knowing the situation of a teacher using the Mandarese in English learning, as seen in the figure below.

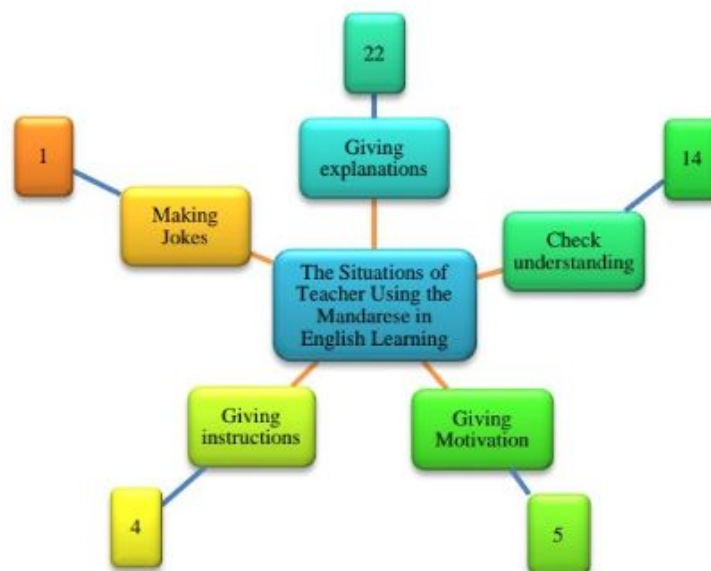


Figure 4. 1 The Result of the Situations of Teacher Using the Mandarese in English Learning

The figure illustrates the findings found by the researcher when observing the use of Mandarese in English language learning. Teachers used Mandarese in English learning in five situations: giving explanations, checking understanding, providing motivation, giving instructions, and

making jokes. The first situation giving explains the most were found from three times observations. It was found there were twenty-two Mandarese uses in English learning. The second situation is checking students' understanding. There are fourteen times the use of Mandarese in three times. The third situation is giving motivation. There are five times the use of Mandarese in three observations. The fourth situation is giving instructions. There are four times the use of Mandarese in three observations. The last situation is making jokes. There is only one use of Mandarese in all three times observations. The situations in using Mandarese above is to facilitate time students in understanding the materials during learning process so that students are focused on the material or felt comfortable and relaxed in learning English as the foreign language. For more details, the situations of Mandarese use in English learning are explained in details below:

a. Explanations the Material

The first situation of Mandarese language use by the teacher in English learning is giving explanations. However, the teacher shows some differences in giving explanations, sometimes the teacher uses Mandarese in giving brief and detailed explanations. Furthermore, Mandarese is also used when the teacher wants to translate the English vocabulary and wants to emphasize some important ideas of the materials. For more details, a brief explanation can be seen below.

Table 4. 1 Giving Brief Explanations

Guru	: "Nabil dengan He ini sama, sama-sama menunjukkan mesa tau natunjukkan die Nabil.
Teacher	: "Nabil and He are the same, showing that one person shown is Nabil."
Guru	: "Kenapa? Karena la'bi i mesa. Jadi mua la'bi i mesa, lebih dari satu orang, tidak boleh menggunakan She.
Teacher	: "Why? Because it's more than one. So if there is more than one person, you can't use She."
Guru	: "Yang jelas mua bendamo mettama nasangmi."
Teacher	: "Obviously, all the nouns are included."
Guru	: "I dengan me sittengani artinna. Sama. I artinya saya. Me artinya saya. Iya tobandi, cuma mangapai na andang sittengan tulisanna, apa iya rio digena'o mesa subjek, mesa objek."
Teacher	: "I and me are the same. Same. I means me. Me means me. It's the same, but why is the writing different because I and Me are one subject and one object."
Siswa	: "Apa papantulis?"
Student	: "What is papantulis (in English)?"
Guru	: "Andang boi naingarang, whiteboard."
Teacher	: "You forget it, it is whiteboard"
Guru	: "Parents itu daduai kindo kama, kanne tuwaine anna kanne tummane."
Teacher	: "Parents are plural, mother father, grandmother and grandfather."
Guru	: "Andandiang titik dio dipondoqna. Andangi mappake titik-titik dio pondoqna."
Teacher	: "There is no dot behind it. It doesn't use dots behind it."
Guru	: "Hei amu uu... Inai pulpen die? Anu'uu."
Teacher	: "Hey, this is mine... Who has this pen? Mine"
Guru	: "Yang jelas mua bendamo mettama nasangmi."
Teacher	: "Obviously all of them are included."
Guru	: "Mala nasangi rio, mau benda mala toi, benda mati, benda hidup."
Teacher	: "Everything is included, all things are included, inanimate and animate."
Guru	: "Apa mua tisambung-sambung bassa rie bingung bo o tu'u de?"
Teacher	: "When the writing is like this (connected) you are confused, right?"
Guru	: "Garoppo'na gado-gado."
Teacher	: "Crackers of gado-gado."
Guru	: "Sandal muanna dai ulummu, tidak nyambung. Harus sandal dio toi tia sandal, dipake dio lette."

Teacher : “The sandals you put on your head are not connected, sandals should be used on the feet.”
Guru : “ <i>Eh apa mupogau, oh yes. Tidak nyambung.</i> ” Teacher : “Eh, what are you doing? Oh yes. It's not right.”
Guru : “ <i>Sittengani pengertianna, tapi satu diartikan telah satu untuk sekarang.</i> ” Teacher : “Same meaning, but one means one for now.”
Guru : “ <i>...mesai napake kata bantu.</i> ” Teacher : “...one is used as an auxiliary word.”

The data above shows that the teacher uses Mandarese when the situation explains the materials during teaching and learning process. The teacher mixed with Indonesia. The teacher gives a brief explanation using Mandarese to clarify the material so that students can easily understand the material being taught. In addition, the teacher uses Mandarese in learning English when explaining the material in detail by connecting it with Arabic language learning.

Table 4. 2 Giving Detailed Explanation

Guru : “ <i>Penderita itu sama dengan badali rio. Iyatoandi-iyatoandi sangana penderita orang yang dikena perbuatan. Badali dalam bahasa Arab iyatoandi-iyatoandi. Mua mauangi tau inai sangana bu Marda? Ammana Safia. Inai sangana Ammana Safia? Ibu Marda. Sama-sama satu orang yang ditunjukkan.</i> ” Teacher : “Sufferer is the same as the use of badal. It's the same thing, it's the same thing, it means the person who is afflicted. Badal in Arabic is the same. When we say who is Marda's mum? Safia's mum. Who is Safia's mother? Marda's mother. It's the same person being shown.”

In this situation, the teacher uses Mandarese to explain the material by combining English with Arabic to make it easier for students to recognize it. Apart from that, the teacher giving detailed explanations accompanied by examples to make the explanations clearer.

Furthermore, the teacher uses Mandarese to explain by translating Mandarese into English.

Table 4. 3 Explains by Translating the Vocabulary

Teacher : " <i>Kindo 'mu?</i> "	Teacher : " <i>Lulluare u?</i> "
Students : "Your mother"	Students : "My brother."
Teacher : " <i>Kindo u?</i> "	Teacher : " <i>Tomauennu?</i> "
Students : "My mother"	Students : "My parents."

The teacher uses Mandarese to explain by translating vocabulary in the data above. However, here, the teacher explains by translating Mandarese's vocabulary into English so that students focus on the material and make it easy for students to understand the explanation. Finally, the teacher uses Mandarese to give explanations by emphasis sentences.

Table 4. 4 Explains with Emphasis

<i>Guru</i> : " <i>Iya die kata gantinnæ</i> "
Teacher : "This is the word instead"
<i>Guru</i> : " <i>Iya tappa die</i> "
Teacher : "This is the only one"
<i>Guru</i> : " <i>Iyarie dipake ee</i> "
Teacher : "This is the one used"

In the data above, the teacher uses Mandarese in the classroom with several emphasis sentences that require more focus on the material. The teacher makes emphasis in giving explanations so that students are focused and make students easily understand the material. After being seen from the situation above, the teacher used Mandarese to explain.

b. Checking the Students' Understanding

The second situation of the teacher using Mandarese in English learning is checking students' understanding.

Table 4. 5 Checking for Understanding

<i>Guru</i> : “ <i>Apa artinna personal pronoun?</i> ” Teacher : “What is a personal pronoun?”
<i>Guru</i> : “ <i>Apa isanga subject?</i> ” Teacher : “What is the meaning of subject?” <i>Siswa</i> : “ <i>Pelaku</i> ” Student : “Subject”
<i>Guru</i> : “ <i>Apa isanga objek?</i> ” Teacher : “What is the meaning of object?” <i>Siswa</i> : “ <i>Pelaku</i> ” Student : “Subject”
<i>Guru</i> : “ <i>Inna wassa? Papinnassai ee?</i> ” Teacher : “How? Clarify what you mean”
<i>Guru</i> : “ <i>Diang mupittuleangana?</i> ” Teacher : “Do you have any questions?”
<i>Guru</i> : “ <i>Apa bo`o tia sangana personal pronoun?</i> ” Teacher : “What else is the meaning personal pronoun?” <i>Siswa</i> : “ <i>Kata ganti</i> ” Students : “Pronoun”
<i>Guru</i> : “ <i>Apa isanga positif sentence?</i> ” Teacher : “What is the meaning of positive sentence?”
<i>Guru</i> : “ <i>Apa boi tia sangana S ?</i> ” Teacher : “What else is the meaning it called?” <i>Siswa</i> : “ <i>Pelaku</i> ” Student : “Subject”
<i>Guru</i> : “ <i>Paruami atau andang?</i> ” Teacher : “Is it correct or not?”
<i>Guru</i> : “ <i>Apa isanga interrogative?</i> ” Teacher : “What is the meaning of interrogative?”
<i>Guru</i> : “ <i>Kira-kira apa dipake mua, kata bantu apa dipake mua past tense?</i> ” Teacher : “Guess, what is used if, what auxiliary words to use if it's past tense?”
<i>Guru</i> : “ <i>Apa moe?</i> ” Teacher : “What is it?”
<i>Guru</i> : “ <i>Paruai die a?</i> ” Teacher : “Is it correct?”
<i>Guru</i> : “ <i>Mangapai na parua rie?</i> ” Teacher : “Why is it correct?”

The statement above in the data is that the teacher uses Mandarese to check students' understanding. In checking students' understanding, teacher often asks back to the material that has been explained previously to clarify the material that has been explained so that students focus on the material and answer questions from the teacher confidently. Based on the statement above, the teacher uses Mandarese to check students' understanding so that the material is clearer and students are confident in answering questions.

c. Giving Motivation

The third situation of Mandarese language use by teacher in English learning is giving motivation. In giving this motivation, the teacher has different ways of giving motivation, including motivation by implication, motivation by test, motivation by sarcasm, and motivation for students to be confident. For more details, motivation by implication can be seen below.

Table 4. 6 Motivation by Implication

Guru	: <i>“Saya kira sudah jelas. Mau mupimbutangan matammu muissang toi tia rie de. Mua membutao wassa rie. Muissang toi mua rie”.</i>
Teacher	: “I think it's obvious. Even if you close your eyes, you know it. Even if you close your eyes like this. You know it”.

The teacher motivates the students by using Mandarese with a unique sentence that when the students close their eyes during the lesson, they understand without seeing the material. In this situation, the teacher uses implied sentences to motivate students, that the teacher

believe students have understood the material explained and for students to study harder. As for other situations when teacher giving motivation, including by testing.

Table 4. 7 Motivation by Testing

<i>Guru</i>	: " <i>Nanti kubuatkan kalimat, maitai tau napahangi atau andang? Tapi saya harap kalian paham, apa wandomorie mua ndangi mupahange?</i> ".
Teacher	: "Later I will make a sentence, we will see whether you have understood or not? But I hope you understand".
<i>Guru</i>	: " <i>Andappa tu'u die parua tongani atau andiangia, mua parua die ditepuk tangani bomi</i> ".
Teacher	: "We don't know if this is correct or not, when the answer is correct, we clap again".

In the data above, the teacher scares the students to test their understanding of the material, and the teacher adds more by calming the students that the teacher hopes the students have understood the material explained by the material. If the student's answer is correct, then the teacher will give appreciation. The researcher concluded by using Mandarese to scare students so that students can be motivated by the sentence. In addition, the use of Mandarese language in motivation with sarcasm.

Table 4. 8 Motivation with Sarcasm

<i>Guru</i>	: " <i>Simata mellolimo dio boyangmu andang mulalai nawang</i> ".
Teacher	: "You always sleep at home, you lose track of time."

The statement from the sentence is that the teacher gives insinuations to students because students do not study at home and only sleep around, which means that the teacher uses Mandarese to motivate through sarcasm so that students are more motivated by

statements from the teacher and more active in learning. Finally, the use of Mandarese language motivates students to be confident.

Table 4. 9 Motivating Students to be Confident

<i>Guru</i>	: “ <i>Itu rumusnya sudah jelas, tidak usah lama-lama. Mannassa bandi diaya o</i> ”.
Teacher	: “The formula is clear, there is no need to be long. It is already clear above”.

The explanation above is to motivating students to go up to the blackboard to work on the questions that the teacher has given so that students are more confident in working on the questions. Because the material that the teacher has explained is very clear. The statement from the situation above is that the teacher uses Mandarese to motivate so that students can be confident and not afraid to do something.

d. Giving Instructions

In the fourth situation, the teacher uses Mandarese when giving instructions. The teacher instructs students to be more active in behavior, make students understand better, and focus on learning English.

Table 4. 10 Giving Instructions

<i>Guru</i>	: “ <i>Raise your hand, padai-dai' i sicco, saya tidak tau kalau kamu begini, saya tidak liat.</i> ”
Teacher	: “Raise your hand, little bit, I didn't know you were like this, I didn't see.”
<i>Guru</i>	: “ <i>Coba paitao kalimatna, take it.</i> ”
Teacher	: “Look at the sentence, take it yours.”
<i>Guru</i>	: “ <i>Mua diang kurang jelas, mettuleo kabe a.</i> ”
Teacher	: “If something is not clear, just ask, son”.

The data above shows that the teacher immediately explained the command sentences using Mandarese after using English, and the students immediately responded by raising their hands and paying attention to the sentences on the board. The statement shows that teacher occasionally uses Mandarese in teaching students to be more active in behavior and to make students better understand what the teacher is saying. After seeing the situation, the teacher used Mandarese to give instructions.

e. Making Jokes

The fifth situation of Mandarese use by teacher in English learning is giving jokes.

Table 4. 11 Making Jokes

<p><i>Guru</i> : “<i>Maseke majallo, kalau saya bilang paling cantik dikelas</i>”.</p> <p>Teacher : “Someone will throw a tantrum if I say I’m the prettiest in the class”.</p>

In the statement above, the teacher made a joke using Mandarese that the student would throw a tantrum if the teacher said that she was the prettiest in the class. When the teacher uses Mandarese, the teacher slightly emphasises the word tantrum. This means that the teacher uses Mandarese to make the classroom atmosphere more relaxed and comfortable, and to make students relax during English learning. In the above situation, the teacher used Mandarese in making jokes.

2. Students' perceptions about the Use of Mandarese in English Learning

In this finding, the researcher conducted interviews to obtain data. The second aspect focused on finding students' perceptions of the use of Mandarese in English language learning, as shown in the figure below.

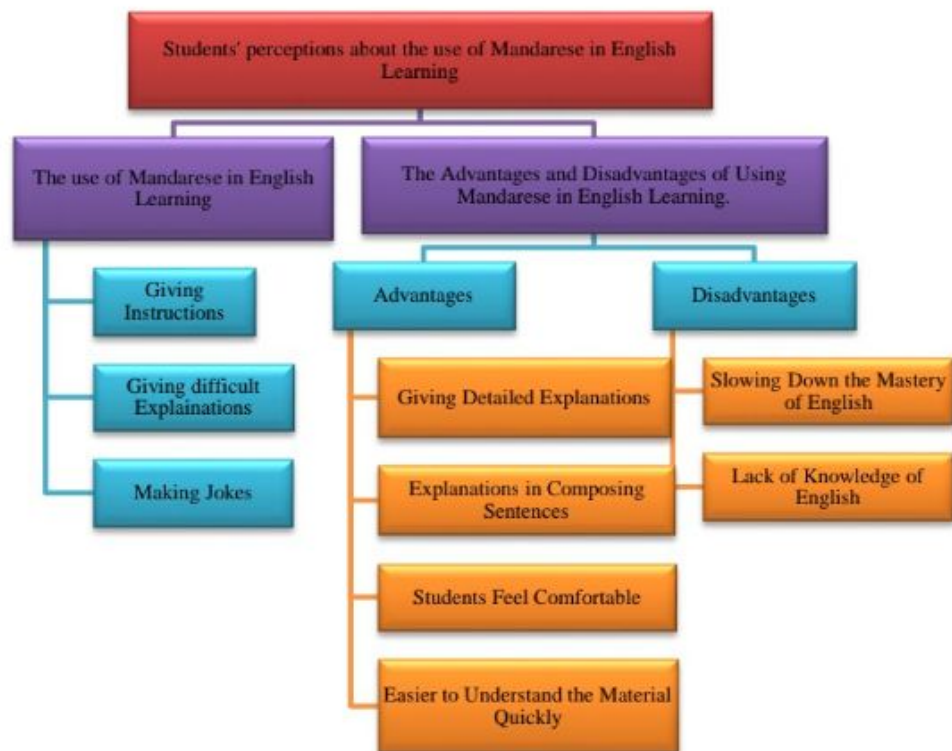


Figure 4. 2 Result of Students' Perceptions about the Use of Mandarese in English Learning

Based on the figure above, the researcher found two concepts in students' perceptions of the use of Mandarese in English language learning, including the use of Mandarese in English learning and the advantages and disadvantages of using Mandarese in English learning. From the figure above, the Mandarese language in English learning should be used when explaining material that students need help understanding,

giving instructions, and making jokes. Then for the second concept, which are advantages and disadvantages. The advantages are giving detailed explanations, making it easier to understand explanations in composing sentences, make students feel comfortable learning English. and helping to make it easier to understand the material quickly. The disadvantages are slowing down the mastery of English and lack of knowledge of English. For more details, the above findings are explained in details below:

a. The use of Mandarese in English Learning

Based on the interview results, the researcher proved the students' statements, that is with three students representing eleventh students, who stated that Mandarese should be used at certain times to avoid saturated answers. The interview results prove that several uses of Mandarese should be used in English learning. The first reason is that Mandarese should be used in English learning.

Datum 1: "Saya belum sepenuhnya paham mengenai aturan dalam berbahasa Inggris dan saya kekurangan kosa kata dalam berbahasa Inggris dan tentu saja kami lebih menguasai bahasa Mandar karena merupakan bahasa sehari-hari kita dan sebaiknya penggunaan bahasa Mandar itu dibatasi. Penggunaan bahasa Mandar sebaiknya digunakan pada saat siswa belum mengerti tentang penjelasan pada materi bahasa inggris".

Datum 1: " I have not fully understood the rules of English and I lack vocabulary in English and of course we are more proficient in Mandarese because it is our daily language and the use of Mandarese should be limited. The use of Mandarese language should be

used when students do not understand the explanation of the English material".

According to the statement above, students do not fully know the rules of grammar and still lack vocabulary, which makes students use Mandarese in learning English. Then, Mandarese should be limited to explaining material students have yet to understand. Therefore, the use of English in learning should be used by teachers when explaining English material when students need help understanding the material. The second reason is that the Mandarese language should be used in English learning.

Datum 2 : "Iya sering, karena bahasa Mandar adalah bahasa sehari-hari saya di rumah dan itu membuat saya nyaman menggunakan bahasa Mandar dalam pembelajaran bahasa Inggris. Namun sebaiknya penggunaan bahasa Mandar dibatasi. Sebaiknya digunakan pada saat memberikan perintah agar kami mudah memahami apa yang disampaikan oleh guru".

Datum 2 : "Yes often, because Mandarese is my daily language at home and it makes me comfortable using Mandarese in English learning. But the use of Mandarese should be limited. It should be used when giving orders so that we can easily understand what the teacher is saying."

Based on the above statement, using the Mandarese language in English learning makes students comfortable using it because it is a language that is familiar to students. Then, the use of Mandarese language in the classroom should be limited. It should be used when giving instructions so that students can easily understand orders from

the teacher. The third reason is that the Mandarese language should be used in English learning.

Datum 3: "Saya nyaman pakai bahasa Mandar karena saya orang Mandar. Namun, penggunaan bahasa Mandar sebaiknya dibatasi yaitu sebaiknya bahasa Mandar digunakan pada saat membuat lelucon agar pembelajaran menjadi santai".

Datum 3: "I am comfortable using Mandarese because I am Mandarese. But The use of Mandarese language should be limited, that is, Mandarese language should be used when making jokes so that learning becomes relaxed".

The statement above shows that students are comfortable using Mandarese but Mandarese should be limited in English learning and should be used by the teacher when making jokes in class to make learning relaxed and comfortable. Therefore, the use of Mandarese can be utilized in English learning.

Some of the above opinions can be concluded that several uses of Mandarese should be used in English learning, including when explanations English material, giving instructions to students so that students easily understand orders from the teacher, and making jokes in class so that learning becomes relaxed and comfortable. The statement shows that Mandarese can be used in English learning so students can easily understand the material.

b. Advantages and Disadvantages of Using Mandarese in English Learning

1) Advantages of using Mandarese in English Learning

Based on the interview results, the researcher proved the students' statements, including four students representing eleventh students, the use of Mandarese language can help students understand English well to avoid saturated answers. Several reasons below state that using Mandarese helps students understand English well, which means that Mandarese in English learning has advantages. The first reason for using the Mandarese is to help students understand English.

Datum 1 : "Sangat membantu, ketika penjelasan belum dimengerti maka dengan menggunakan bahasa Mandar dapat memudahkan saya dalam memahami materi secara rinci karena bahasa Mandar adalah bahasa sehari-hari saya".

Datum 1 : "Helpfully, when the explanation is not understood then using Mandarese can make it easier for me to understand the material in detail because Mandarese is my daily language".

Mandarese language helps students learn English, students understand when the teacher explains material that is difficult to understand. Mandarese explanation can make students understand the material in detail because Mandarese is a daily language. That way Mandarese language learning makes it easier for students to learn English. The second reason states that the use of Mandarese helps students understand English well.

Datum 2 : "Membantu sekali. karena dengan menggunakan Bahasa Mandar saya bisa mengerti jika ada penyusunan kalimat yang

masih susah saya pahami meskipun sudah dijelaskan ke dalam Bahasa Indonesia”.

Datum 2: “Yes, because by using Mandarese I can understand if there is a sentence structure that is still difficult for me to understand even though it has been explained in Indonesian”.

The statement above is that students who need help composing English sentences understand more efficiently when the teacher explains using Mandarese than the official Indonesian. Students more easily understand the explanation by using Mandarese in composing sentences because Mandarese is their daily language. The third reason stated that using Mandarese helped students understand English well.

Datum 3: “Membantu sekali, karena lebih mudah dipahami ketika pakai bahasa Mandar, karena ketika guru menggunakan bahasa Mandar saya suka, dan saya lebih nyaman pakai bahasa Mandar karena saya orang Mandar”.

Datum 3: “It helps a lot, because it is easier to understand when using Mandarese, because when the teacher uses Mandarese I like it, and I am more comfortable using Mandarese because I am Mandarese”.

The statement Mandarese can make students feel comfortable in learning English. When students feel comfortable learning, they students can learn casually, relax, and make students easily understand learning even though the learning is difficult. The fourth reason is that using the Mandarese helps students understand English well.

Datum 4: “Sangat paham jika guru menjelaskannya dalam Bahasa Mandar karena mudah di

pahami dan dapat di mengerti dengan cepat”.

Datum 4: “Understands if the teacher explains it in Mandarese because it is easy to understand and can be understood quickly”

The statement above shows that students quickly understand when the teacher explains using Mandarese. Because quickly understanding the lesson can take a few minutes for a teacher to explain in English learning, which makes time more efficient. The researcher concluded that Chinese makes it easier for students to understand the material quickly.

Based on the results of several interviews above, the researcher concludes that the use of Mandarese by the teacher can make it easier for students to understand English well, which means that Mandarese in learning English has advantages among others, by using the Mandarase the explanation becomes more detailed, making it easier to understand the explanation in composing sentences, makes students feel comfortable in learning English, and makes it easier for students to understand the material quickly. Therefore, the mother tongue has a role in learning English to facilitate students in acquiring the language and improving students' mastery of English.

2) Disadvantages of Using Mandarese in English Learning

Based on the interview results, the researcher proved the students' statements, among others, with two students representing eleventh students, the Mandarese language should be limited in English learning

to avoid saturated answers. Several reasons below prove that the use of Mandarese in English learning should be limited, which means that Mandarese in English learning has shortcomings. The first reason states that Mandarese should be limited in English learning.

Datum 1: "Iyah perlu di batasi , karena siswa akan terbiasa menggunakan bahasa Mandar yang akan memperlambat metode bahasa inggrisnya".

Datum 1: "Yes needs to be limited because students will get used to using Mandarese which will slow down their English methods".

The statement above shows that the use of Mandarese in English learning should be limited because when students often use Mandarese in learning, it can slow them down in mastering their English skills, one of which is speaking and listening learning. It would be nice if the use of Mandarese in learning is limited because it makes students dependent for a long time, which can make students late in learning English. The second reason is that the use of Mandarese should be limited. The second reason states that the use of Mandarese should be limited.

Datum 2 : "Penggunaan bahasa Mandar dalam pembelajaran bahasa Inggris sebaiknya dibatasi, karena dalam berlangsungnya proses pembelajaran yang dibutuhkan adalah belajar bahasa Inggris bukan bahasa Mandar karena dengan sering menggunakan bahasa Mandar, maka kita akan kurang tentang pembelajaran bahasa Inggris".

Datum 2 : "The use of Mandarese in learning English should be limited, because in the course of the learning process what is needed is to learn English, not Mandarese. After all, by

often using Mandarese, we will know lack about learning English”.

The statement shows that the use of Mandarese in English learning should be limited because English must be mastered, not Mandarese; students are more exposed to the target language. Then, when students use Mandarese more often, students master fewer English skills. Therefore, the Mandarese may be used, but its use must be limited.

Some of the opinions above, the researcher concludes that the use of Mandarese should be limited, which means that Mandarese in English learning has disadvantages; among others, slowing down in mastering English and lack of knowledge of English. Therefore, Mandarese should only be used partially in English learning, not adversely affecting learning.

B. Discussion

In this research, the researcher looked for two aspects of research. The first aspect is the situation of teacher using Mandarese in English learning. The second aspect is the advantages and disadvantages of the use of Mandarese in learning English. But in this session, researchers described previous research and relate them to the results of this research.

The first aspect is the situation of teacher using mother tongue in English learning. Of the four previous research representing two saturated answers that support the results of this research, Fauziyyah & Izzah (2022), the situation of teachers using mother tongue in learning English when giving instructions, expressing feelings or emotions, explaining examples, and giving motivation the

learning process. In addition, according to Hawa et al. (2021), the situation where teachers use mother tongue is to clarify the material or repeat the explanation of the material. Whereas in this research, the context of learning using the mother tongue or Mandarese found several situations, to give an explanation, check understanding, give instructions, motivate, and make jokes. It can be concluded that this research found more situations that are different from previous research so this research has differences.

The second aspect is students' perceptions of the use of mother tongue in English language learning. Of the four previous studies representing one saturated answer that supports the results of this research. Moningka (2021), students thought that the use of the mother tongue should be limited and it is very important to use English in class as often as necessary so that the English mother tongue can be better mastered. Whereas in this research, the researcher found that the use of Mandarese should not be eliminated, but limited only to giving explanations, giving instructions, and making jokes. In addition, the use of mother tongue should not be eliminated because it can help students understand English well, namely helping students get detailed explanations, compose sentences, feel comfortable, and help students understand quickly, but the use of Mandarese should be limited so that students are not dependent and make students slow down and lack knowledge of English. It can be concluded that the previous research is by this research, among others, the use of mother tongue can be used in learning English but must be limited so that English is mastered and its use must be following certain situations. Then a more detailed explanation can be seen below.

1. Situations of the Teacher Using the Mandarese in English Learning

From the findings above, the researcher found several situations where the teacher used the Mandarese in English learning. The first situation is explaining, the second is checking for understanding the third giving motivation, the fourth is giving instruction and the fifth is making jokes. Furthermore, researchers relate the results of this research to the theory used in this research. For more details, the situations above are explained in details below:

The first situation is explaining the material. In giving explanations, the teacher mostly uses Mandarese in this situation, among others giving brief explanations, giving detailed explanations, giving explanations by translating vocabulary, or giving explanations with emphasis. The explanation of the above findings is that the teacher wants to provide understanding to students so that students can easily understand the material that has been explained and so that the understanding can be well understood by students. According to Burat & Çavuşoğlu (2020), Mother tongue can solve problems in the classroom to clarify the word meaning or meaning more obviously so that it is more understandable by students. In addition, the use of the mother tongue in English learning can suppress or clarify meaning and help students understand the material more easily Pratiwi et al. (2022).

The second situation is the teacher checking students' understanding. In checking students' understanding, teachers often ask again about the

material that has been explained because the teacher wants students to pay attention to learning so that students focus on the material and are confident in expressing their answers. According to Khati (2011) the mother tongue plays a crucial role in checking understanding, helping students feel more comfortable and confident as it is a familiar language. Therefore, the mother tongue can also be used to check students' understanding so that students are more confident in expressing their opinions.

The third situation is the teacher motivates them to use their mother tongue in English learning. In the situation found above, the teacher motivates by motivating students through implied sentences, motivating through sarcasm, motivating by testing and motivating students to be more confident. This situation is utilised by the teacher to create an effective classroom and to motivate students to increase their interest in learning because the use of mother tongue in English learning can reduce students' anxiety. Using the mother tongue assists students to learn English more effectively as it improves their motivation to actively participate and involve in the learning process (Hawa et al. 2021).

The fourth situation is the teacher giving instructions in English learning. When the teacher gives instructions, the teacher uses the mother tongue so that students better understand what is told and make students more responsive in action. In addition, using the mother tongue aims to connect the interaction between teachers and students. The Mother tongue

makes it easier for students to comprehend instructions from the teacher and makes the instructions more clear (Kaymakamoglu & Yiltanlilar, 2019).

The fifth situation is the teacher uses Mandarese is a joking situation. The teacher's joking situation is sometimes used because, in this situation, the teacher can make the class atmosphere more relaxed and make students more comfortable. Erkan (2019) stated that using the mother tongue in making jokes builds confidence and a less tense learning environment.

2. Students' Perceptions of the Use of Mandarese in English Learning

Based on the findings above, the researcher found that students chose the use of Mandarese language should be used when giving instructions, giving explanations, and making jokes. Then, the use of Mandarese should not be eliminated because it can help students understand English well, including helping students get detailed explanations, compose sentences, feel comfortable, and help students quickly understand the material, but the use of Mandarese should be limited so that students are not dependent because it makes students slow down in mastering English and lack knowledge about English. The above perceptions can be seen from the discussion below.

The researcher found that students who chose the use Mandarese language should be used in three categories only, namely when giving instructions, giving difficult explanations, and making jokes. But in reality, the researcher observed in the classroom that the teacher used

Mandarese more than that such as giving explanations to check students' understanding, giving motivation, giving instructions, and making jokes. Based on the analysis above, students need only three uses, meaning that it can be said that the teacher uses Mandarese excessively in English learning and the excess aspects of the use should be changed to English. In line with what (Sibarani, 2019) said students will lose interest in learning English because they use their mother tongue too often and when teachers use more English, students will be able to understand English better.

Then, the use of Mandarese should not be eliminated because it can help students understand English well, including helping students get detailed explanations, construct sentences, feel comfortable, and help students quickly understand the material. Timor (2012) also says that the mother tongue is used to teach English learning topics such as grammar issues or reading comprehension, and in such situations, it shows that when the teaching materials are quite complex, the mother tongue can be used. Therefore, the Mandarese language should be limited not eliminated to make students comfortable in the classroom

The use of the mother tongue does have many advantages, but the use of Mandarese should be limited so that students are not dependent on it because it makes students slow in mastering English and lack knowledge about English. Excessive use of the mother tongue can lead to over-reliance on the mother tongue resulting in less desirable results (Paker &

Karaağaç, 2015). After looking at the explanation above, the perceptions above can be seen in detail from the discussion below.

a. The use of Mandarese in English Learning

Based on the findings above, students prefer that teachers use their mother tongue in English learning when explanation English materials, giving instructions, and making jokes. Using the mother tongue can make it easier for students to understand the explanation from the teacher and make them comfortable in learning English. Therefore, the use can be seen from the discussion below.

The teacher should use the mother tongue in English learning when explaining the material when students do not understand the material so that students can understand the material more easily. According to Sibarani (2019) Using the mother tongue in English lessons is helpful for understanding hard concepts that are explained, but when explained in the mother tongue, students will understand more easily. For this reason, teachers should use their mother tongue to give difficult explanations so students can easily understand.

The use of the mother tongue in English learning should make jokes. Making jokes in the mother tongue will establish a friendly environment and build solid relationships with students. (Burat & Çavuşoğlu, 2020). Therefore, teachers should use the mother tongue to make jokes so that learning becomes relaxed.

Using the mother tongue in English learning should be used in giving instructions. Giving students instructions so that they can easily understand what the teacher tells them makes them respond quickly. Pardede (2018) concluded that if the teacher uses the first language, then giving instructions, explaining grammar, checking students' understanding and having discussions will be more effective..

b. Advantages and Disadvantages of Using Mandarese in English learning

The use of Mandarese language in English learning helps students understand English well, which means Mandarese language in English learning has advantages. In addition, the use of Mandarese language in English learning must be limited, which means Mandarese language in English learning has disadvantages. The advantages and disadvantages of learning English below can be seen from the following discussion:

1) Advantages of Using Mother Tongue in English Learning

Based on the findings above, the researcher found the advantages of using Mandarese in English learning. The advantages are that it provides detailed explanations, makes it easier to understand explanations in constructing sentences, makes students feel comfortable in learning English, and helps make it easier to understand the material quickly. For more details, the above findings are explained in details below:

Mandarese in English learning helps students understand detailed explanations from the teacher when students do not understand the material being explained. This can be an easier and easier way to teach complex grammar material without confusing students. Timor (2012) produced research that the mother tongue plays a role in making it easier for students to give a thorough explanation. Therefore, the mother tongue can make it easier for students to understand more detailed explanations.

Mandarese in learning helps students understand explanatory material in constructing sentences or grammatical problems. Students felt that when the teacher used Mandarese, they understood the explanation better because they were still very familiar with Mandarese. This can be an easier and more practical way to teach difficult grammar material without making it confusing for students. (Arifin, 2015).

The use of Mandarese in English learning helps students feel comfortable in the classroom, which makes students not feel anxious and afraid so that the explanation from the teacher can be digested properly. Turin (2017) said that English learning is very important to start teaching in the mother tongue; the mother tongue can help students feel safe and not nervous when their foreign language skills are low. When students feel comfortable in the classroom, they are more open, and learning is easier to understand.

Mandarese in English learning helps students quickly understand the material that has been explained and makes it unnecessary for the teacher to spend much time explaining it. In this case, mother tongue is regarded as a factor that can increase comprehension quickly and efficiently and does not cause excessive problems at all (Burat & Çavuşoğlu, 2020). Therefore, Mandarese can help students understand the material easily and quickly.

2) Disadvantages of using Mandarese in English learning

Based on the findings above, the researcher found the disadvantages of using Mandarese in English language learning. The disadvantages are slowing down the mastery of English and a lack of knowledge about English. For more details, the above findings are explained in detail below:

The excessive use of the mother tongue in English learning slows down English learning, making students dependent on mother tongue explanations. According to Anggrahini (2019), Applying the mother tongue can decrease students' willingness to learn English and make them feel lazier to explore English as a target language due to the dependence on the teacher's explanation in the mother tongue related to the topic of the lesson

The excessive use of Mandarese in English learning can make students lack English knowledge. Such use makes students need more skills in English, such as a lack of vocabulary and less optimal in

learning English. It can be indicate that the use of the mother tongue results in students' lack of vocabulary and may encourage students not to learn English to its full potential due to the minimal use of English. (Sibarani, 2019). Aligned with Turin (2017), students should be as close as possible to the target language to master it, because the more languages students learn, the better they learn.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to find out the situations where teacher uses English in English learning and students' perceptions of Mandarese language use in English learning. This research found several situations of Mandarese use that play an important role in learning, which are giving explanations, checking understanding, giving instructions, motivating, and making jokes. These situations aim to facilitate students in understanding the materials in English learning. As for perception, the researcher found that students chose the use of Mandarese should be used when giving instructions, giving explanations, and making jokes. Then, the use of Mandarese should not be eliminated because it can help students understand English well, including helping students get detailed explanations, compose sentences, feel comfortable and help students quickly understand the material, but the use of Mandarese should be limited so that students are not dependent because it makes students slow down in mastering English and lack knowledge about English.

B. Suggestions

1. For Teachers

The teacher is the main key in the learning process because the teacher will make the decision in managing the class. Learning that suits student needs can help students be more interested in learning. In addition, the suitability between learning and student needs can have a more long-

term effect on students. Therefore, teachers should find out which strategies are good in English learning by finding out some mother tongue situations that are good to use in English learning in order to help students feel easier, more comfortable, and successful in learning English. In this case, teachers have an important role in English learning.

2. For Further Researchers

The researcher realizes that this study still has many shortcomings. Therefore, the researcher hopes to prospective researchers that researchers should go deeper to find out why teachers prefer to use several situations of using mother tongue in English learning. Then, researchers should go deeper to find out several situations of using mother tongue in English learning. Finally, researcher go deeper to find out the perceptions of students towards the use of mother tongue to make it easier for students to understand learning materials and make learning successful. With that, the researcher invites future researchers to conduct further and deeper research.

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APPENDICES

Appendix 1. Research Permit



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**
Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/0608/PL/DPMP/TS/III/2023

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr ASLIA ALWI
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0608/Kesbangpol/B.1/410.7/VIII/2023, Tgl. 30-08-2023

MEMBERIKAN IZIN

Kepada :

Nama	: ASLIA ALWI
NIM/NIDN/NIP/NPn	: 10256119005
Asal Perguruan Tinggi	: STAIN MAJENE
Fakultas	: -
Jurusan	: TARBIYAH DAN KEGURUAN
Alamat	: PAMBUSUANG KEC. BALANIPA KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di MA Nuhiyah Pambusuang Kabupaten Polewali Mandar, yang dilaksanakan pada bulan Agustus s/d September 2023 dengan Proposal berjudul "THE USE OF MANDARESE AS MOTHER TONGUE IN ENGLISH LEARNING"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin Penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 30 Agustus 2023
a.n. KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
KABID PENDAFTARAN PERIZINAN DAN
NON PERIZINAN,



MAKMUR, S./Sos, M.M

*Pangreh Pembina

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Tembusan ;
1. Unsur Forkopin di tempat

Appendix 2. Observation Field Notes

Responden	Teacher and Students X Religion 1 at MA Nuhayah Pampusuang	
Date Observation	7 August 2023	
Duration	Observation 1	Translation
00:00-01:49	Guru masuk kelas kemudian mengabsen siswa satu persatu dengan menggunakan bahasa Inggris. Hanya 13 siswa yang hadir dari 18 siswa.	The teacher entered the class and took attendance one by one using English. Only 13 out of 18 students were present.
01:49-02:22	Guru Menyapa siswa dengan bahasa Inggris dan bahasa Indonesia.	The teacher greets the students in English and Indonesian.
02:22-03:16	Guru mengintruksikan menggunakan bahasa Indonesia dan bahasa Inggris.	The teacher instructs using Indonesian and English.
03:16-04:12	Guru memulai kegiatan belajar dengan menuliskan materi di papan tulis tentang "Personal Pronoun" dan menanyakan artinya dengan menggunakan bahasa Inggris dan bahasa mandar " <i>any body know what is the meaning personal pronoun? apa artinna personal pronoun?</i> ". Siswa tidak ada yang menjawab. Kemudian guru menjelaskan pengertian dari personal pronoun menggunakan bahasa Indonesia dan mencampurkan pembelajaran dari bahasa Arab " <i>Kata ganti orang ini sama dengan dhamir, dhamir itu adalah ana, anta, anti, antuma itu</i> " sambil mengaitkan dengan personal pronoun.	The teacher starts the learning activity by writing the material on the board about "Personal Pronoun" and asking the meaning using English and Mandarese "any body knows what is the meaning of personal pronoun?" Students answered "No". Then the teacher explains the meaning of personal pronouns using Indonesian and mixes learning from Arabic "This personal pronoun is the same as dhamir, dhamir is ana, anta, anti, antuma it" while linking to personal pronouns.
04:12-04:43	Guru menjelaskan pengertian dari personal pronoun menggunakan bahasa Indonesia dan mencampurkan pembelajaran dari bahasa Arab " <i>kata ganti orang ini sama dengan dhamir, dhamir itu adalah ana, anta, anti, antuma itu</i> "	The teacher explains the meaning of personal pronouns using Indonesian and mixes in learning from Arabic "this personal pronoun is the same as dhamir, dhamir is ana, anta, anti, antuma it"
04:43-06:00	Guru menjelaskan subjek dengan menanyakan pertanyaan menggunakan bahasa mandar " <i>Apa isanga subjek?</i> " dan salah satu siswa menjawab "pelaku". Setelah itu, gurupun menjelaskan pengertian dari subjek dan menghubungkan dengan pembelajaran bahasa Arab " <i>subjek atau dalam bahasa Arab disebut dengan?</i> " salah seorang siswa menjawab " <i>fai</i> ". Kemudian guru menjelaskan bagian-bagian dari subjek dengan memberikan contoh kata ganti he " <i>Nabil dengan he ini sama, sama-sama menunjukkan mesa tau natunjukkan die</i>	The teacher explained the subject by asking a question using Mandarin language "what is the meaning subject?" and one of the students answered "perpetrator". After that, the teacher also explained the meaning of the subject and connected it with Arabic language learning "subject or in Arabic is called?" one of the students answered "file". Then the teacher explained the parts of the subject by giving an example of the pronoun he " <i>Nabil and he are the same, showing that one person shown is Nabil</i> ". After explaining the pronoun he, the

Comment [L1]: Menarik perhatian siswa

Comment [L2]: Menarik perhatian siswa

	<i>Nabil</i> ". Setelah menjelaskan kata ganti he, guru beralih menjelaskan kata ganti dari we.	teacher switches to explaining the pronoun we.	Comment [L3]: Memberi penjelasan
06:32-09:47	Guru menjelaskan penggunaan subjek dan menerjemahkan penggunaan subjek seperti I, you, we, they, she, he it. Guru menambahkan contoh dari kata ganti	The teacher explains the use of subjects and translates the use of subjects such as I, you, we, they, she, he it. The teacher adds examples of pronouns	
09:47-12:56	Guru menjelaskan penggunaan she ini dengan memberi contoh dan menambahkan penjelasan "Alwiah dan Ernawati apakah masih menggunakan she?" salah satu siswa menjawab "tidak" kemudian guru menambahkan "kenapa? <i>Karena la'bi i mesa. Jadi mua la'bi i mesa,</i> lebih dari satu orang, tidak boleh menggunakan she". Selanjutnya, guru menambahkan dengan memberi contoh lain.	The teacher explained the use of she by giving examples and adding an explanation "Alwiah and Ernawati do they still use she?" one of the students answered "no" then the teacher added "Why? Because it's more than one. So if there is more than one person, you can't use she". Furthermore, the teacher added by giving another example.	Comment [L4]: Memberi penjelasan
12:56-15:02	Guru menjelaskan penggunaan it dan menekankan kata tersebut menggunakan bahasa Mandar dengan menunjukkan penjelasan di papan tulis " <i>Iya die kata gantina e</i> ". Setelah menjelaskan penggunaan subjek it, guru beralih kepada kata ganti they. Kemudian guru bertanya dengan menanyakan tentang kesimpulan dari materi penggunaan subjek they untuk mengetahui apakah siswa telah paham.	The teacher explains the use of it and emphasises the word using Mandarese by showing the explanation on the board "this is the word instead" After explaining the use of the subject it, the teacher switches to the pronoun they. Then the teacher asks about the conclusion of the material on the use of the subject they to find out if the students have understood.	Comment [L5]: Memberi penjelasan
15:02-16:50	Guru menjelaskan materi selanjutnya yaitu tentang objek dengan pertanyaan " <i>Apa isanga objek?</i> " dan salah satu siswa menjawab "pelaku". Namun, jawaban siswa tersebut salah dan guru mengarahkan siswa tersebut dengan jawaban yang benar, serta menambahkan lagi dengan pembelajaran bahasa Arab "kalau dalam bahasa Arab disebut?" dan beberapa siswa menjawab " <i>mafulunbih</i> ". Kemudian guru memberikan apresiasi menggunakan bahasa Inggris " <i>good, very good</i> ".	The teacher explained the next material about objects with the question "What is the meaning of object?" and one of the students answered "the actor". However, the student's answer was wrong and the teacher directed the student with the correct answer, and added more with Arabic learning "if in Arabic it is called?" and some students answered "mafulunbih". Then the teacher gave appreciation using English "good, very good".	Comment [L6]: Menarik perhatian
16:50-20: 54	Guru menjelaskan objek dengan menggabungkan materi bahasa Arab dan bahasa Inggris dengan menggunakan bahasa Mandar " <i>Penderita itu sama dengan badali rio. Iyatoandi, iyatoandi sangana penderita iyatoandi orang yang dikena perbuatan. Badali dalam bahasa Arab iyatoandi-iyatoandi. Mua mauangi</i>	The teacher explains the object by combining Arabic and English materials using Mandarese " <i>Sufferer is the same as the use of badal. It's the same thing, it's the same thing, it means the person who is afflicted. Badal in Arabic is the same. When we say who is Marda's mum? Safia's mum. Who is Safia's mother?</i>	

	<i>tau inai sangana bu Marda? Ammana Safia? Inai sangana Ammana Safia? Ibu Marda. Sama-sama satu orang yang ditunjukkan</i> . Disini guru menjelaskan secara rinci dengan menggunakan bahasa Mandar disertai dengan contoh.	<i>Marda's mother. It's the same person being shown</i> ". Here the teacher explains in detail using Mandarese accompanied by examples.
20:54-21:19	Guru menjelaskan objek you dengan mengelompokkan subjek you. Guru mengetes siswa dengan menanyakan "you 1 atau you 2? <i>inna wassa? pappinnasai ee?</i> Salah satu siswa menjawab you 1 ada juga siswa yang menjawab you 2 kemudian guru memberikan perintah dengan menggunakan bahasa Mandar tersebut.	The teacher explains the object you by grouping the subject you. The teacher tests the students by asking "you 1 or you 2? <i>How? Clarify what you mean</i> ". One of the students answers you 1 there are also students who answer you 2 then the teacher gives commands using the Mandarese language.
21:19-25:46	Guru memberikan perintah dengan menggunakan bahasa Inggris "Raise your hand", ada beberapa siswa tidak menaikkan tangannya dan guru melanjutkan dengan menggunakan bahasa Mandar " <i>padai-dai' i sicco, saya tidak tau kalau kamu begini, saya tidak liat</i> ". Setelah itu guru menjelaskan penggunaan tersebut dengan benar.	The teacher gave the command using English "Raise your hand", some students did not raise their hands and the teacher continued using Mandarese " <i>little bit, I don't know if you are like this, I didn't see</i> ". After that the teacher explained the correct usage.
25:46-28:08	Guru menjelaskan penggunaan kata me dengan menerjemahkan artinya " <i>I dengan me sittengani artinna. Sama. I ini artinya saya. Me artinya saya. Iya toandi. Cuma mangapana andang sittengan tulisanna? Apa iya rio digena'o mesa subjek, mesa objek</i> ". Selanjutnya guru menerjemahkan arti dari subjek dan objek dengan menjelaskan bahwa kedua penggunaan tersebut artinya sama, tetapi posisinya yang membedakan.	The teacher explains the use of the word me by translating its meaning " <i>I and me are the same. Same. I means me. Me means me. It's the same, but why is the writing different because I and Me are one subject and one object</i> ". The teacher then translates the meaning of subject and object by explaining that the two usages mean the same, but the position makes the difference.
28:08-30:28	Guru memberikan contoh penggunaan subjek dan objek diatas papan tulis. Kemudian guru dan siswa sama-sama menjawab contoh yang telah guru tuliskan dipapan tulis. Setelah itu Guru memberikan motivasi dengan mengatakan " <i>Saya kira sudah jelas. Mau mupimbutangan matammu muisang toi tia rie de? Mua mambutao wassa rie. Muissang toi mua rie</i> ". Kemudian guru melanjutkan materi selanjutnya.	The teacher gives examples of using subjects and objects on the blackboard. Then the teacher and students both answer the examples that the teacher has written on the board. After that, the teacher gives a joke by saying <i>I think it's obvious. Even if you close your eyes, you know it. Even if you close your eyes like this. You know it</i> ". Then the teacher continued with the next lesson.
30:28-34:08	Guru melanjutkan materi tentang penggunaan possessive adjective dengan menjelaskan artinya dan menuliskan	The teacher continues the material on the use of possessive adjective by explaining its meaning and writing the division of

Comment [L7]: Memberi penjelasan

Comment [L8]: Mengecek pemahaman siswa

Comment [L9]: Memberi intruksi

Comment [L10]: Memberi penjelasan

Comment [L11]: Memberi motivasi

	pembagian dari possessive adjective	possesive adjective.
34:08-42:38	Guru menerjemahkan bagian-bagian dari possessive adjective kemudian menghubungkan dengan contoh kata bahasa Mandar "Kindo'mu? Siswa menjawab <i>your mother</i> . Guru menambahkan "Kindo'u?" siswa menjawab <i>My mother</i> " dengan contoh-contoh lain menggunakan bahasa Indonesia seperti buku saya, guru saya, teman-temanku, buku-bukumu, papantulismu? siswa tidak menjawab dan bertanya kepada temannya "apa papantulis?" dan guru sontak menjawab dengan "Andang boi naingarang, whiteboard" dan guru menambahkan lagi contoh lain "Lulluare u? siswa menjawab "my brother" guru bertanya lagi "tomauennu?" siswa menjawab "my parents" guru menjelaskan lagi "parents itu daduai kindo kama kanne tuvaine anna kanne tummane?" serta menjelaskan dengan contoh-contoh lain.	The teacher translates the parts of the possessive adjective and then connects them with Mandarese examples "Kindo'mu?" Students answer your mother. The teacher adds "Kindo'u?" the student answers My mother" with other examples using Indonesian such as my book, my teacher, my friends, your books, your papantulis? the student does not answer and asks his friend "What is papantulis (in English)?" and the teacher immediately answered with "You forget it, it is whiteboard" and the teacher added another example "lulluare u? the student answered "my brother" the teacher asked again "tomauennu?" the student answered "my parents" the teacher explained again that "Parents are plural, mother father, grandmother and grandfather" and explained with other examples".
42:38-43:45	Guru menanyakan apakah ada pertanyaan atau tidak. Beberapa siswa menjawab dengan tidak ada/no. Guru melanjutkan "Nanti kubuatkan kalimat, maitai tau napahangi atau andang, tapi saya harap kalian paham. Apa wandamorie mua ndngi mupahange?"	The teacher asked if there were any questions or not. Some students answer with no. The teacher continues, "Later I will make a sentence, we will see whether you have understood or not? But I hope you understand".
43:45-45:46	Guru menjelaskan materi selanjutnya yaitu tentang possessive pronoun. Guru menjelaskan tentang pengertian dari possessive pronoun "dia tidak menggunakan kata benda. "Nandiang titik dio dipondokna. Andangi mappae titik-titik dio pondokna". Dan menjelaskan pembagiannya salah satunya mine "Hei anu uu. Inai pulpen die? Anu'uu mine it's pen it's mine" dan menambahkan lagi dengan contoh lain.	The teacher explains the next material which is about possessive pronouns. The teacher explains about the meaning of possessive pronouns "he does not use nouns. "There is no dot behind it. It doesn't use dots behind it." and explains the division of one of them mine "Hey, this is mine... Who has this pen? Mine" and added another example.
45:46-49:14	Guru memberikan perintah untuk memperhatikan kalimat yang ditulis dipapan tulis dengan menjelaskan contoh dari possessive pronoun "Coba paitao kalimatna, take it yours" dan memberikan contoh lain dengan membedakan antara possessive pronoun dan possessive adjective.	The teacher instructs the students to pay attention to the sentences written on the board by explaining the example of possessive pronoun "Look at the sentence, take it yours" and gives another example by differentiating between possessive pronoun and possessive adjective.
49:14-53:27	Guru meminta siswa untuk mengikuti	The teacher asks the students to follow

Comment [L12]: Memberi penjelasan

Comment [L13]: Memberi penjelasan

Comment [L14]: Memberi penjelasan

Comment [L15]: Memberi penjelasan

Comment [L16]: Memberi motivasi

Comment [L17]: Memberi penjelasan

Comment [L18]: Memberi penjelasan

Comment [L19]: Memberi intruksi

	setelah dibacakan oleh guru tentang pembagian dari personal pronoun. Terlihat semua siswa mengikuti dengan suara lantang.	after the teacher reads out the division of personal pronouns. All students are seen following along with a loud voice.
53:27-55:02	Guru memberikan perintah untuk mencatat yang telah ditulis di papan tulis.	The teacher gives instructions to take notes that have been written on the blackboard.
55:02-57:02	Guru menanyakan materi " <i>Mua diang kurang jelas, mettuleo kabe a, siapa tau masih ada yang mengganjal di hati tentang personal pronoun</i> ".	The teacher asks about the material " <i>If something is not clear, just ask, son who knows if there is still something in your heart about personal pronouns</i> ".
57:02-01:04:27	Guru membahas pekerjaan rumah yang telah siswa kerjakan dan menyuruh siswa mengumpulkan tugasnya.	The teacher discusses the homework that the students have done and tells the students to collect their assignments.
01:04:27-01:08:01	Guru memberikan tugas pekerjaan rumah dan sebelum guru menutup pembelajaran guru bertanya " <i>Diang mupituleangana?</i> " siswa menjawab " <i>Tidak ada</i> ".	The teacher gives homework assignments and before the teacher closes the lesson the teacher asks " <i>Do you have any questions?</i> " the students answer "No".
01:08:01	Guru menutup pembelajaran dan siswa memberikan salam kepada guru.	The teacher closes the lesson and students greet the teacher.

Comment [L20]: Memberi intruksi

Comment [L21]: Mengecek pemahaman siswa

Appendix 2 1

Respoendent	Teacher and Students X Religion 1 at MA Nuhiyah Pambusuang	
Date Observaton	14 August 2023	
Duration	Observation 2	Translation
00:00-01:43	Guru menyapa siswa dengan bahasa Inggris dan mengabsen siswa satu persatu dengan menggunakan bahasa Inggris dan bahasa Indonesia. Hanya 13 siswa yang hadir dari 18 siswa.	The teacher greeted the students in English and took attendance one by one using English and Indonesian. Only 13 students were present out of 18 students.
01:43-03:40	Guru menanyakan kembali materi yang sudah dipelajari minggu lalu dengan menanyakan menggunakan bahasa Mandar " <i>Apa bo'o tia sangana personal pronoun?</i> " dan salah satu siswa menjawab kata ganti. Guru menjelaskan lagi pengertian personal pronoun dan menyebutkan pembagiannya serta guru menanyakan materi kepada siswa dan siswa menjawab dengan benar.	The teacher asks about the material learnt last week by asking in Mandarese " <i>What else is the meaning personal pronoun?</i> " and one of the students answers. The teacher explains again the meaning of personal pronouns and mentions their divisions and the teacher asks the students about the material and the students answer correctly.
03:40-05:20	Guru memulai kegiatan belajar dengan menuliskan materi di papan tulis tentang "Tenses" dan menanyakan artinya dengan menggunakan bahasa Indonesia " <i>Apa itu tenses?</i> " Kemudian menjelaskan pengertian tenses dan menulis pembagian yang akan dibahas	The teacher starts the learning activity by writing the material on the board about "Tenses" and asking the meaning using Indonesian "what are tenses?". Then explains the meaning of tenses and writes the division that will be discussed, namely present tense.

Comment [L22]: Menarik perhatian siswa

	vaitu present tense.	
05:20-10:00	Guru menjelaskan pengertian dari present tense dan menjelaskan pembagiannya yaitu verbal dan nominal beserta contohnya menggunakan bahasa Indonesia.	The teacher explains the definition of present tense and explains its division into verbal and nominal along with examples using Indonesian.
10:00-13:50	Guru menjelaskan tentang pengertian adjective dan bertanya kepada siswa mengenai contoh-contohnya. Siswa menjawab dengan benar. Guru menulis diatas papan tulis tentang contoh-contoh adjective.	The teacher explains the meaning of adjective and asks the students for examples. Students answer correctly. The teacher writes on the blackboard the examples of adjectives.
13:50-15:16	Guru menjelaskan tentang pengertian noun dan menyebutkan penjelasan menggunakan bahasa Mandar " <i>Yang jelas mua bendamo mettama nasangmi</i> " dan menyebutkan contoh-contoh lain dari bahasa Mandar dengan menuliskan contoh tersebut dipapan tulis.	The teacher explains the meaning of nouns and mentions the explanation using Mandarese " <i>Obviously all of them are included</i> " and mentions other examples from Mandarese by writing the examples on the board.
15:16-21:02	Guru menjelaskan pengertian adverb dan pembagiannya beserta dengan contoh-contohnya.	The teacher explains the definition of adverb and its division along with examples.
21:02-22:56	Guru menjelaskan materi present tense dalam bentuk verbal dengan mengintruksikan siswa untuk melihat kalimat di papan tulis menggunakan bahasa Mandar " <i>Iya tappa die</i> " dengan menunjuk kalimat tersebut.	The teacher explains the present tense material in verbal form by instructing students to look at the sentence on the blackboard using Mandarese " <i>This is the only one</i> " by pointing at the sentence.
22:56-28:26	Guru menjelaskan materi present tense dalam bentuk nominal dengan menunjuk kalimat di papan tulis dengan menggunakan Bahasa Mandar " <i>Iyarie dipake ee</i> " agar siswa melihat penjelasan di papan tulis dan menjelaskan contoh lain serta menambahkan lelucon " <i>Maseke majallo</i> ", <i>kalau saya bilang paling cantik di kelas</i> " untuk membuat suasana kelas santai.	The teacher explains the present tense material in nominal form by pointing to sentences on the board using Mandarese " <i>This is the one used</i> " so that students see the explanation on the board and explain other examples and add jokes " <i>Someone will throw a tantrum, if I say the most beautiful in the class</i> " to make the class atmosphere relaxed.
28:26-33:07	Guru menyuruh siswa untuk mencatat dibuku mereka masing-masing. Sementara guru menjelaskan guru menambahkan lelucon " <i>Simata mellolimo dio boyangmu andang mulalai nawang</i> " karena siswa tidak belajar di rumah.	The teacher told the students to take notes in their books. While explaining, the teacher adds a joke " <i>You always sleep at home, you lose track of time.</i> " because the students did not study at home.
33:07-33:43	Guru menyuruh menghapus papan tulis. Setelah siswa tersebut menghapus, siswa tersebut menghapus semua tulisan dipapan tulis.	The teacher asks to erase the blackboard. After the student erased, the student erased all the writing on the board.
33:43-36:20	Guru menjelaskan pengertian dari	The teacher explains the meaning of

Comment [L23]: Memberi penjelasan

Comment [L24]: Memberi penjelasan

Comment [L25]: Memberi penjelasan

Comment [L26]: Membuat lelucon

Comment [L27]: Membuat motivasi

	<p>positive sentence dengan menekan pertanyaan sub pokok dari "Apa isanga positive sentence?". Setelah guru menjelaskan guru menulis rumus positive sentence dan bertanya "rumusnya adalah S, Apa bo'o tia sangana S?" beberapa siswa menjawab "pelaku" dan guru menyebutkan beberapa contoh lain serta menjelaskan dari kata subjek "Mala nasangi rio, mau benda mala toi, benda mati, benda hidup". Guru menambahkan lagi dengan penjelasan fungsi dari plus dengan menggunakan bahasa Mandar "Apa mua tisambung-sambungi wassa rie bingung bo o tu'u de? Jadi ini hanya memisahkan" untuk memberi pemahaman siswa dengan baik.</p>	<p>positive sentence by pressing the sub-point question "What is the meaning of positive sentence?". After explaining the teacher writes the positive sentence formula and asks "the formula is S, "What else is the meaning it called S? Some students answer "subject" and the teacher mentions some other examples and explains the subject word "Everything is included, all things are included, inanimate and animate". The teacher added to this by explaining the function of plus using Mandarese "When the writing is like this (connected) you are confused, right?" to give students a good understanding.</p>
36:20-37:14	<p>Guru menjelaskan pengertian dari objek complement dengan menambahkan penjelasan menggunakan bahasa Mandar dan Indonesia "Garoppo'na gado-gado, garoppo'na gado-gado. Jadi kalau namanya pelengkan tetap juga namanya gado-gado meskipun tidak ada garoppo'nya, apalagi kalau tidak ada garoppo'nya pasti namanya gado-gado"</p>	<p>The teacher explains the meaning of the complement object by adding an explanation using Mandarese and Indonesian "The crackers are gado-gado." So if it's called pelengkan it's still called gado-gado even though there's no garoppo'nya, especially if there's no garoppo'nya it's definitely called gado-gado."</p>
37:14-41:28	<p>Guru memberikan contoh-contoh kalimat dari postive dan negative dari present tense.</p>	<p>The teacher gives examples of sentences of postive and negative present tense.</p>
41:28-43:00	<p>Guru meminta salah satu siswa untuk menulis contoh kalimat dari negative sentence dari present tense di atas papan tulis. Dan salah itu siswa naik, kemudian guru memberikan apresiasi menggunakan bahasa Inggris "claphand together" atas siswa yang berani naik ke papan tulis. Guru menambahkan "Adappa tu'u die parua tongania atau andiangia, mua parua die ditepuk tangani bomi".</p>	<p>The teacher asks one of the students to write an example sentence of negative sentence from present tense on the board. One of the students goes up, then the teacher gives appreciation using English "claphand together" for the student who dares to go up to the blackboard. The teacher adds "We don't know if this is correct or not, when the answer is correct, we clap again".</p>
43:00-49:06	<p>Guru memeriksa pekerjaan siswa di papan tulis. "Paruami rie atau andang?". Salah satu siswa menjawab benar dan guru menambahkan lagi "Mangapana parua rie?" untuk mengetes siswa apakah siswa sudah paham atau tidak. Kemudian guru meminta siswa untuk duduk kembali dan memberikan apresiasi menggunakan</p>	<p>The teacher checks the students' work on the board. "Is it correct or not?". One of the students answered correctly and the teacher added "Why is it correct?" to test whether the students had understood or not. Then the teacher asked the students to sit back down and gave appreciation using English "claphand together". After that, the teacher explained the answers of the</p>

Comment [L28]: Menarik perhatian siswa

Comment [L29]: Menarik perhatian siswa

Comment [L30]: Memberi penjelasan

Comment [L31]: Memberi penjelasan

Comment [L32]: Memberi penjelasan

Comment [L33]: Memberi motivasi

Comment [L34]: Mengecek pemahaman siswa

Comment [L35]: Mengecek pemahaman siswa

	bahasa Inggris "claphand together". Setelah itu, guru menjelaskan jawaban dari siswa yang telah dijawab. " <i>Sandal muanna dai ulummu tidak nyambung. Harus sandal dio toi tia sandal, dipake dio lette</i> ". Gampang sannali andang do oo me'guru tongang".	students that had been answered. " <i>The sandals you put on your head are not connected, sandals should be used on the feet</i> ". Easy sannali andang do oo me'guru tongang".
49:06-51:16	Guru menjelaskan pengertian dari kalimat interrogative present tense dengan menekankan arti pertanyaan " <i>Apa isanga interrogative?</i> ". Kemudian guru menjelaskan penggunaan rumus tense menjelaskan contoh dari kalimat dari interrogative present tense " <i>Eh apa mupogau, oh yes. Tidak nyambung</i> ".	The teacher explains the meaning of the interrogative present tense by emphasizing the question " <i>What is the meaning of interrogative?</i> ". Then the teacher explains the use of the tense formula and gives an example of an interrogative present tense sentence " <i>Eh apa mupogau, oh yes. It doesn't connect</i> ".
51:16-55:18	Guru meminta siswa untuk membuat contoh kalimat dipapan tulis menggunakan interrogative sentence. Salah satu siswa naik kepapan tulis menulis jawabannya. Setelah itu guru menjelaskan kembali jawaban siswa yang telah dijawab dan memperbaiki jawaban siswa tersebut serta memberikan apresiasi kepada siswa yang naik ke papan tulis.	The teacher asks the students to make example sentences on the board using interrogative sentences. One of the students goes up to the board to write the answer. After that, the teacher explains the student's answer and corrects the student's answer and gives appreciation to the student who went up to the board.
55:18-1:02:10	Guru meminta siswa untuk membuat contoh kalimat dipapan tulis menggunakan positive, negative, dan interrogative sentence. Salah satu siswa naik kepapan tulis menulis jawabannya. Setelah itu guru menjelaskan kembali jawaban siswa yang telah dijawab dan memperbaiki jawaban siswa tersebut serta memberikan apresiasi kepada siswa yang naik ke papan tulis.	The teacher asks the students to make example sentences on the board using positive, negative, and interrogative sentences. One of the students goes up to the board to write the answer. After that, the teacher explains the student's answer and corrects the student's answer and gives appreciation to the student who went up to the board.
01:02:10-01:02:43	Guru menanyakan any question about this? apakah ada pertanyaan. Beberapa siswa menjawab dengan tidak ada/no. Kemudian Guru menutup pembelajaran dan siswa memberikan salam kepada guru.	The teacher asks if there are any questions about this. Some students answer with no. Then the teacher closes the lesson and the students greet the teacher.

Comment [L36]: Memberi penjelasan

Comment [L37]: Menarik perhatian siswa

Comment [L38]: Memberi penjelasan

Respondent	Teacher and Students X Religion 1 at MA Nuhayah Pambusuang	
Date observation	28 August 2023	
Duration	Observation 3	Translation
00:00-00:58	Guru mengabsen siswa satu persatu dengan menggunakan bahasa Indonesia. Hanya 11 siswa yang hadir dari 18 siswa.	The teacher absent the students one by one using Indonesian. Only 11 students were present out of 18 students.

00:58-03:58	Guru menayakan kembali materi yang telah dijelaskan sebelumnya.	The teacher asks again about the material that has been explained previously.
03:58-04:47	Guru meminta siswa untuk mengambil buku paket yang ada dipergustakaan	The teacher asks the students to take their textbooks from the library.
04:47-06:07	Guru memulai kegiatan belajar dengan menuliskan materi di papan tulis tentang "past tense" dan menanyakan artinya dengan menggunakan bahasa Indonesia "Apa itu past tense?". Kemudian menjelaskan pengertian past tense dan menulis pembagian yang akan dibahas yaitu verbal dan nominal.	The teacher starts the learning activity by writing the material on the board about "past tense" and asking the meaning using Indonesian "what is past tense?". Then explains the meaning of past tense and writes the division that will be discussed, namely verbal and nominal.
06:07-10:39	Guru menjelaskan past tense dalam bentuk verbal dengan menjelaskan beberapa rumusnya dan contoh-contohnya di papan tulis. Kemudian guru menambahkan beberapa contoh penjelasan di papan tulis dengan menggunakan kalimat bahasa Mandar "Iya die dapake ee" dan menambahkan lagi contoh-contoh lain dalam past tense.	The teacher explains past tense in verbal form by explaining some formulas and examples on the board. Then the teacher adds some examples of explanations on the board using Mandarese sentences "This is the one used" and adds other examples in the past tense.
10:39-11:56	Guru menjelaskan perbedaan dari present tense dan past tense dengan menggunakan kalimat dari bahasa Mandar "Sittengani pengertiama, tapi satu diartikan telah satu untuk sekarang" dan menambahkan lagi dengan penjelasan contoh kalimat lain.	The teacher explains the difference between the present tense and the past tense using sentences from the Mandarese language "Same meaning, but one means one for now" and adds another example sentence.
11:56-12:49	Guru bertanya kepada siswa mengenai rumus dalam kalimat negatif sentence pada past tense "Kira-kira apa dipake mua, kata bantu apa dipake mua past tense?" salah satu siswa menjawab do/does. Kemudian guru menjelaskan bahwa do/does digunakan untuk present tense dalam bentuk verbal. Guru bertanya dengan mengecek pemahaman siswa mengenai rumus negatif dari past tense menggunakan bahasa Mandar "Apa moe?"	The teacher asks the students about the formula in the negative sentence in the past tense "Guess, what is used if, "What auxiliary words to use if it's past tense." one of the students answers do/does. Then the teacher explains that do/does is used for present tense in verbal form. The teacher asks by checking the students' understanding of the negative formula of the past tense using Mandarese "Apa moe?"
12:49-15:43	Guru bertanya dengan mengecek pemahaman siswa mengenai rumus negatif dari past tense menggunakan bahasa Mandar "Apa moe?". Kemudian guru menjelaskan rumus negatif dari past tense	The teacher asks by checking students' understanding of the negative past tense formula using Mandarese "What is it?". Then the teacher explains the negative past tense formula.
15:43-16:33	Guru menjelaskan interrogative sentence, sebelum itu, guru bertanya "interrogative sentence itu apa?" Kemudian menayakan lagi rumusnya. Selanjutnya menuliskan	The teacher explains the interrogative sentence, before that, the teacher asks "What is the meaning of interrogative?" Then asks the formula again. Then writes

Comment [L39]: Memberi Penjelasan

Comment [L40]: Memberi penjelasan

Comment [L41]: Mengecek pemahaman siswa

Comment [L42]: Mengecek pemahaman siswa

	rumusnya dipapan tulis.	the formula on the board.
16:33-18:54	Guru meminta siswa membuat kalimat dari interogatif sentence di atas papan tulis dan menunjuk salah satu siswa membuat kalimat tersebut. Ssiwa yang ditunjuk ragu-ragu untuk naik kepapan tulis. Kemudian guru memberi motivasi siswa dengan menggunakan bahasa Indonesia dan Mandar “ <i>Itu rumusnya sudah jelas, tidak usah lama-lama, manassa bandi diaya o!</i> ”. Siswa tersebut langsung naik kepapan tulis.	The teacher asks the students to make sentences from the interrogative sentence on the board and points to one student to make the sentence. The student who was appointed hesitated to go up to the board. Then the teacher motivates the student by using Indonesian and Mandarese “ <i>The formula is clear, there is no need to be long. It is already clear above</i> ”. The student immediately went up to the writing board.
18:54-19:27	Siswa telah menulis jawaban dipapan tulis, kemudian guru mengecek hasil jawaban dari siswa tersebut dan menanyakan kepada siswa lain “ <i>Paruai die a?</i> ” salah satu siswa menjawab “iya” kemudian guru memberikan apresiasi dengan menggunakan bahasa Inggris “ <i>Claphand together.</i> ”	Students have written the answers on the board, then the teacher checked the answers of the students and asked the other students “ <i>Is this correct?</i> ” one of the students answered “yes” then the teacher gave appreciation by using English “ <i>claphand together.</i> ”
19:27-22:18	Guru meminta siswa untuk mencatat yang sudah guru jelaskan di papan tulis dan memberikan tugas membuat kalimat dari past tense.	The teacher asks the students to take notes of what the teacher has explained on the board and gives the task of making sentences from the past tense.
22:18-26:45	Guru menulis tugas di papan tulis serta menambahkan kosakata dari kata kerja pertama, kedua, dan ketiga. Kemudian guru menjelaskan penggunaan dari subjek menggunakan bahasa Indonesia dan bahasa Mandar “ <i>Mesai napake kata bantu</i> ”. Setelah itu guru menjelaskan tugas yang akan dikerjakan siswa yaitu membuat kalimat past tense baik itu positive, negative maupun interogative sentence.	The teacher writes the task on the board and adds the vocabulary of the first, second and third verbs. Then the teacher explains the use of the subject using Indonesian and Mandarese “ <i>...one is used as an auxiliary word</i> ”. After that, the teacher explains the task that the students will do, which is to make past tense sentences both positive, negative and interogative sentences.
26:45-1:00:00	Guru mengakhiri pembelajaran kemudian keluar dari kelas dan siswa mengerjakan tugas yang diberikan oleh guru sampai kelas berakhir.	The teacher ends the lesson then exits the classroom and students work on the tasks given by the teacher until the class ends.

Comment [L43]: Memberi motivasi

Comment [L44]: Mengecek pemahaman siswa

Comment [L45]: Memberi penjelasan.

Appendix 3. Interview Question

Source : Students

1. Bahasa apa yang anda gunakan sehari-hari?
2. Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?
3. Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?
4. Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?
5. Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?
6. Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?
7. Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?
8. Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?
9. Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?

(Fauziyyah, 2022)

Appendix 4. Transcript Interview

Respondent		Students of X Religion I at MA Nuhiyah Pambusuang	
Date		21 August 2023	
No.	Question	Answer	Translation
1.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar kadang bahasa Indonesia, campur, tapi lebih sering menggunakan Bahasa Mandar.	Mandarese language sometimes Indonesian, mixed, but more often use Mandarese language.
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Bahasa Mandar bicara kepada teman, biasa kepada guru bahasa Mandar kadang bahasa Indonesia.	Mandarese when speaking to friends, usually to teachers Mandarese sometimes Indonesian.
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Iya, karena lebih mudah dimengerti menggunakan Bahasa Mandar	Yes, because it is easier to understand using Mandarese.
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Tidak, karena mata pelajaran bahasa Inggris mata pelajaran kesukaan saya, bahasa Inggris dapat menambah wawasan, tapi saya malas menghafal kosakata.	No, because English is my favourite subject, English can broaden my horizons, but I am lazy to memorise vocabulary.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Malas menghafal kosakata dan menyusun kalimat pasif.	Lazy to memorise vocabulary and construct passive sentences.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Iya, karena saya lebih mengerti jika ada penggunaan bahasa Mandar, saya lebih paham.	Yes, because I understand better when Mandarese is used.
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak, karena tidak terganggu jika toh, kalau pakai bahasa Indonesia dan bahasa Mandar juga supaya kita lebih mengerti. Bahasa sehari-hari kita adalah bahasa Mandar jadi saya lebih	No, because it doesn't bother me, if we use Indonesian and Mandarese, we can understand better. Our daily language is

Comment [L1]: Keuntungan

Comment [L2]: Kekurangan

Comment [L3]: Keuntungan

		paham.	Mandarese so I understand better.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak, karena tidak ditau semua kosakata bahasa Inggris jadi harus ditambah ii sedikit ditambah ii bahasa Mandar maupun bahasa Indonesia.	No, because I don't know all the English vocabulary so I have to add a little bit of Mandarese and Indonesian.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Iya, karenakan biasanya dalam kelas pelajaran bahasa Inggris kita juga harus memakai bahasa Inggris. Jadi bahasa Mandar harus dibatasi tapi dikelas saya itu pakai bahasa Mandar rata-rata karena kita tidak tahu bahasa Inggris. Pada saat menjelaskan dan bertanya.	Yes, because usually in English classes we also have to use English. So Mandarese must be limited but in my class we use Mandarese on average because we don't know English. When explaining and asking questions.
2.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar kak.	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Sering menggunakannya, kepada teman dan sering juga kepada guru, lebih sering ke teman.	Often use it, to friends and often to teachers, more often to friends.
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Sering menggunakan bahasa Mandar kak, karena belumpaka semua paham tentang aturan berbahasa Inggris dan saya kekurangan kosakata, terus Bahasa Mandar sehari-hariku kak.	I often use Mandarese kak, because I don't understand all the rules of English and I lack vocabulary, so Mandarese is my daily language kak.
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Susah, karena saya belum sepenuhnya paham mengenai aturan dalam berbahasa Inggris dan saya kekurangan kosakata dalam berbahasa Inggris.	It was difficult because I didn't fully understand the rules of English and I lacked vocabulary in English.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iya, saya memiliki kesulitan kosakata yang sedikit dan juga aturan bahasa Inggris sendiri yang tidak saya pahami.	Yes, I have difficulties with my small vocabulary and the English rules themselves which I don't understand.
	Menurut anda apakah ketika guru	Kalau saya iya dapat membantu,	For me, yes, it can help,

Comment [L4]: Keuntungan

Comment [L5]: Keuntungan

Comment [L6]: Kekurangan

Comment [L7]: Penggunaan Bahasa Mandar

Comment [L8]: Penggunaan bahasa Mandar

	menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	karena jika menggunakan bahasa Inggris saja saya kurang memahaminya kak.	because if I use English alone, I don't understand it.
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak juga karena bahasa Mandar itu bisa membantu saya dalam memahami lebih dalam pembelajaran bahasa Inggris	Not really because the Mandarese language can help me understand more in learning English.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak, karena kembali lagi saya butuh bahasa penerjemah untuk lebih memahami bahasa Inggris.	No, because again I need a language translator to better understand English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Penggunaan bahasa mandar sebaiknya dibatasi karena kita butuh praktek untuk belajar bahasa Inggris. Penggunaan bahasa mandar sebaiknya digunakanketika kita belum mengerti penjelasan mengenai materi bahasa Inggris.	No, because again I need language The use of mandarin language should be limited because we need practice to learn English. the use of mandarin language should be used when we do not understand the explanation of the English material. translator to better understand English.
3.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Iya sering, bahkan selalu kepada guru, teman, orang tua.	Yes often, even always to teachers, friends, parents.
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	sering kk, karena bahasa Mandar memudahkan kita untuk mengetahui materi bahasa Inggris.	Often kk, because Mandarese makes it easier for us to know the English material.
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Menurutku tidak susah, karena saya menyukai bahasa Inggris tetapi saya biasanya saya malas	I don't think it's difficult, because I like English but I'm usually too lazy to memorise vocabulary.

Comment [L9]: Keuntungan

Comment [L10]: Keuntungan

Comment [L11]: Kekurangan

Comment [L12]: Penggunaan Bahasa Mandar

Comment [L13]: Keuntungan

		untuk menghafal kosakata.	
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iya, pengucapan kata, kurangnya kosakata dan tidak mengerti apa yang dikatakan oleh guru.	Yes, pronunciation of words, lack of vocabulary and not understanding what the teacher is saying.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Sangat membantu kak, karena kita tidak mengerti apa yang dikatakan oleh guru ketika guru menggunakan bahasa Inggris, ketika menggunakan bahasa Inggris, memudahkan.	Very helpful, because we don't understand what the teacher is saying when the teacher uses English, when using English, it makes it easier.
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Menurutku tidak kak, karena lagi lagi tentang bagaimana cara kita memahami bahasa Inggris tetapi jika keseringan menggunakan bahasa Mandaritu akan membuat kita jadi terbiasa menggunakan bahasa Mandar di dalam pembelajaran bahasa Inggris.	I don't think so, because it's again about how we understand English but if we use Mandarese frequently it will make us get used to using Mandarese in learning English.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Suka, karena itu akan mempermudah kita untuk meningkatkan bahasa Inggris kita.	Like it, because it will make it easier for us to improve our English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Dibatasi kak, karena terlalu sering menggunakan bahasa Mandar kayaknya akan memperlambat pemahaman kita dalam belajar bahasa Inggris. Ketika guru bahasa Inggris menjelaskan kepada kita dalam bahasa Inggris dan kita tidak mengerti apa yang dikatakan oleh guru tersebut.	Restricted kak, because too often using Mandarese seems to slow down understanding in learning English. When the English teacher explains to us in English and we don't understand what the teacher is saying, we can't understand what the teacher is saying.
4.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya	Iya, teman dan guru saya	Yes, my friends and teachers

Comment [L14]: Keuntungan

Comment [L15]: Keuntungan

Comment [L16]: Kekurangan

Comment [L17]: Penggunaan Bahasa Mandar

	pada siapa kamu berbicara bahasa Mandar?		
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Iya sering karena bahasaku dirumah bahasa mandar, dan saya nyaman menggunakannya.	Yes, often because my home language is Mandarese, and I am comfortable using it.
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Susah, karena saya menghafal kosakata, sicco uhafal.	It's hard, because I memorise vocabulary, sicco uhafal.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Menghafal kosakata, penyusunan kalimat.	Memorising vocabulary, sentence construction, pronunciation is difficult.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Iya membantu, karena bahasa Mandar membantu saya memahami bahasa Inggris.	Yes, it helps because Mandarese helps me understand English.
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak masalah karena bahasa Inggris itu susah, dan saya lebih tau bahasa Mandar.	It doesn't matter because Mandarese is difficult, and I know Mandarese better.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak, karena kita tidak mengerti bahasa Inggris	No, because we don't understand English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Iya, karena ketika guru sering menggunakan bahasa Mandar kita jadi tidak mengetahui bahasa Inggris. Sebaiknya digunakan pada iyario mua misioi oo, supaya mengerti tau apa naua.	Yes, because when teachers often use Mandarese we don't know English. It should be used in iyario mua misioi oo, so that we understand what being said
5.	Bahasa apa yang anda gunakan	Bahasa Mandar.	Mandarese.

Comment [L18]: Keuntungan

Comment [L19]: Keuntungan

Comment [L20]: Keuntungan

Comment [L21]: Kekurangan

Comment [L22]: Penggunaan Bahasa Mandar

sehari-hari?		
Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Iya saya menggunakan bahasa Mandar kak, ke teman-teman, sebagian guru juga tapi lebih banyak keteman teman	Yes, I usually use Mandarese with my friends and some teachers too.
Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Iya sering, karena mungkin karena kebiasaan, dan untuk saya pribadi lebih mudah memahami ketika menggunakan bahasa Inggris, lebih leluasa.	Yes, often, because maybe it's a habit, and for me personally it's easier to understand when using English, more freely.
Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Susah, karena saya tidak terlalu minat dan ketiatannya susah bagi saya.	It's hard, because I'm not really interested and it seems difficult for me.
Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iya, didalam kosakata terus menyusun kata-kata menjadi kalimat.	Yes, in vocabulary and then organising words into sentences.
Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Dapat, membantu banget kak, karena saya suka kalau guru saya menjelaskan dengan menggunakan bahasa Inggris yaitu saat menyusun kalimat meskipun guru saya itu sudah menjelaskan dalam bahasa Indonesia	I can, it helps a lot, because I like it when my teacher explains using English when constructing sentences even though my teacher has explained in Indonesian.
Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak, karena mungkin saya merasa lebih mudah kak kalau menggunakan bahasa Mandar jadi kayak tidak membantu proses belajar bahasa Inggris ji kak menggunakan bahasa Mandar, menurut saya tidak	No, because maybe I feel easier when using Mandarese so it's like it doesn't help the process of learning English when using Mandarese, I don't think so.
Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris	Saya pribadi tidak, karena hambatan saya kurang kosaka terus masih kaku, bahasa saja	I personally don't, because my obstacles are lack of vocabulary and still stiff, the language is still stiff,

Comment [L23]: Keuntungan

Comment [L24]: Keuntungan

Comment [L25]: Penggunaan Bahasa Mandar

	dikelas? Mengapa?	masih kaku apalagi bahasa Inggris	let alone English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Mungkin tidak, karena tidak berlebihan jhi kak dibarengi kak, seperti biasa karena lebih mudah sekali lagi untuk mempermudah, jadi nda usah dibatasi, dibatasi sedikit kak. Dalam memberikan contoh pakai bahasa Mandar mungkin lebih bisa sampai kak, sampai kekita.	Maybe not, because it is not excessive, accompanied as usual because it is easier once again to make it easier, so there is no need to be limited, limited a little. In giving examples, using Mandarese may be more able to reach us.
6.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Iya sering, kepada teman-teman guru kadang bahasa Mandar kadang bahasa Indonesia	Yes often, to fellow teachers sometimes Mandarese sometimes Indonesian
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Kadang-kadang mungkin karena faktor sering menggunakan bahasa Mandar jadi kadang-kadang dalam belajar bahasa Inggris dalam menggunakan bahasa mandar	Sometimes it may be due to the factor of often using Mandarese so sometimes in learning English in using Mandarese language
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Iya cukup susah menurut saya, karena kekurangan banyak kosakata dan cara penyebutannya juga sulit bagi saya kak	Yes, it is quite difficult in my opinion, because it lacks a lot of vocabulary and the pronunciation is also difficult for me.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Kekurangan kosa kata, dan cara penyebutannya sulit.	Lack of vocabulary, and the pronunciation is difficult.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik?	Membantu, karena kita juga membutuhkan bahasa kita sendiri untuk memperjelas sesuatu apa yang disampaikan oleh guru	Helps, because we also need our own language to clarify something what the teacher said.

Comment [L26]: Kekurangan

Comment [L27]: Penggunaan Bahasa Mandar

Comment [L28]: Penggunaan Bahasa Mnader

Comment [L29]: Keuntungan

	Mengapa?		
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak, karena bahasa Mandar tidak ada sangkut pautnya dengan bahasa Inggris, maksudnya kita mempelajari bahasa Inggris, bahasa Inggris to' saja yang dipelajari tidak terpengaruh kepada bahasa Mandar	No, because Mandarese has nothing to do with English, meaning that we learn English, only English to' learnt does not affect Mandarese.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak, karena kita juga butuh pemahaman, karena tidak semua orang mampu mengerti bahasa Inggris	No, because we also need understanding, because not everyone is able to understand English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Perlu dibatasi, menurutku kak karena apa yang dipelajari ini bahasa Inggris bukan bahasa Mandar. Jadi kalau lebih sering dipakai bahasa Mandar pasti kurang pengetahuanta tentang bahasa Inggris. Ketika ada teman kita yang tidak mengerti bahasa Inggris atau tidak mengerti bahasa Indonesia.	It needs to be limited, in my opinion kak because what is learned is English not Mandarese. So if Mandarese is used more often, there must be less knowledge about English. when there are our friends who don't understand English or don't understand Indonesian.
7.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Iya, saya berbicara kepada teman teman dan guru saya.	Yes, I talk to my friends and teachers.
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Iya sering, tapi biasa juga pakai bahasa Indonesia, karena gurunya juga biasanya pakai bahasa Indonesia menjelaskan kepada kita dan kita pun juga menggunakan bahasa Indonesia. Lebih sering menggunakan bahasa Mandar.	Yes, often, but usually we also use Indonesian, because the teacher also usually uses Indonesian to explain to us and we also use Indonesian. I use Mandarese more often.
	Menurut anda, apakah mempelajari dan memahami	Tidak terlalu susah, yang penting banyak dihafal kosakata, tapi	It's not too difficult, the important thing is to

Comment [L30]: Keuntungan

Comment [L31]: Kekurangan

Comment [L32]: Penggunaan bahasa Mandar

Comment [L33]: Penggunaan bahasa mandar

Comment [L34]: Penggunaan bahasa Mandar

	Bahasa Inggris itu susah? Mengapa?	cara penyebutannya sedikit susah, apa lagi membaca teks tulisan bahasa inggris itu susah.	memorise a lot of vocabulary, but the pronunciation is a little difficult, what's more reading English written text is difficult.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iya, kesulitan saya adalah menyebutkan bahasa Inggris secara lisan yaitu berbicara bahasa inggris.	Yes, my difficulty is to mention English orally i.e. speaking English.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Iya sangat membantu, kita mudah paham memahami pembelajaran bahasa Inggris seperti saat menjelaskan materi yang tidak saya pahami dengan baik.	Yes, my difficulty is to mention English orally i.e. speaking English.
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak masalah, karena dalam belajar bahasa Inggris sangat membantu jika dijelaskan menggunakan bahasa Mandar.	It doesn't matter, because in learning English it is very helpful if it is explained using Mandarese.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak, karena saya masih belum paham terjemahannya jika guru nya berbicara bahasa inggris.	No, because I still don't understand the translation if the teacher speaks English.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Iya sebaiknya dibatasi, jika guru sering menggunakan bahasa Mandar didalam pembelajaran Bahasa Inggris maka kita tidak akan mudah memahami belajar bahasa Inggris. Menggunakan bahasa mandar dalam pembelajaran lebih baik di momen game tebak tebakan bahasa inggris.	Yes should be limited, if teachers often use Mandarese in learning English then we will not easily understand learning English. Using Mandarese in learning is better at the moment of the English guessing game.
8.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa yg saya gunakan sehari hari adalah bahasa Manda	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar	Saya sering menggunakan bahasa Mandar untuk	I often use Mandarese to communicate. Usually to

Comment [L35]: Keuntungan

Comment [L36]: Keuntungan

Comment [L37]: Keuntungan

Comment [L38]: Kekurangan

Comment [L39]: Penggunaan Bahasa Mandar

untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	berkomiunikasi. Biasanya sih kepada teman, atau guru juga biasa	friends, or teachers too
Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Kalau dibilang itu, sering sih cuman kalau disuruh menjelaskan lebih sering pakai bahasa Indonesia, karena kalau pakai bahasa Mandar saya agak grogi kalau disuruh menjelaskan pakai bahasa Mandar.	If you say that, often, but if you are told to explain more often use Indonesian, because if you use Mandarese, I am a bit nervous if you are told to explain using Mandarese.
Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Menurut saya susah susah gampang, susahnya itu ketika disuruh menghafal, disuruh mengeja kalimat bahasa Inggris, kalau gampangnya itu, yaa lebih mudah dipahami kalau guru menjelaskan.	I think it's difficult, the difficulty is when you are told to memorise, told to spell English sentences, if it's easy, it's easier to understand if the teacher explains.
Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Seperti yang saya katakan sebelumnya saya kesusahan pengejaan kata dan menghafal	As I said before, I have trouble spelling words and memorising them.
Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Membantu sekali kak, karena lebih mudah dipahami pakai bahasa Mandar karena ketika guru menggunakan bahasa Mandar itu saya suka, dan saya lebih nyaman menggunakan bahasa Mandar karena saya orang Mandar.	Very helpful kak, because it is easier to understand using Mandarese because when the teacher uses Mandarese I like it, and I am more comfortable using Mandarese because I am Mandarese.
Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak juga, karena seperti yang saya katakan sebelumnya bahasa Mandar itu lebih mudah dipahami	Not really, because as I said before Mandarese is easier to understand.
Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru	Tidak karena kalau sering apakai bahasa Mandar juga kita minim bahasa Inggris	No because if we often use Mandarese, we also lack English.

Comment [L40]: Penggunaan bahasa andar

Comment [L41]: Keuntungan

Comment [L42]: Keuntungan

	hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?		
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Sebaiknya dibatasi, kalau pakai bahasa Mandar terus sementara mengajar apalagi ini bahasa Inggris jadi agar mudah kita pahami itu kita harus senantiasa kalau dalam bahasa Arab itu sima'i senantiasa mendengarkan dan menyimak ketika guru menggunakan Bahasa Inggris, karena supaya banyak kosakata untuk kita ketahui. Pada saat momen menjelaskan sebaiknya pakai Bahasa mandar, tapi jangan sering juga dan sebaiknya bahasa Mandar digunakan pada saat membuat jokes agar pembelajaran jadi santai dan rileks.	It should be limited, if you continue to use Mandarese while teaching, especially this is English so that it is easy for us to understand it we must always if in Arabic it is sima'i always listen and listen when the teacher uses English, because so that a lot of vocabulary for us to know. At the moment of explaining, you should use Mandarese, but not often and Mandarese should be used when making jokes so that learning becomes relaxed and relaxed.
9.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar kak	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Iya, sama teman teman dan guru, lebih seing keteman –teman	Yes, with friends and teachers, more often with friends.
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Sering, karena kan bahasa komunikasikan bahasa Mandar	Often, because the language of communication is Mandarese.
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Susah, karena kurangnya kosakata yang masih ada yang belum saya ketahui.	It's hard, because of the lack of vocabulary that I still don't know.
	Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iyah sesekali saya kesulitan dalam mengartikan suatu kata atau kalimat bahasa inggris ke Indonesia, dan sebaliknya bahasa Indonesia yang diubah ke dalam bahasa inggris.	Occasionally, I find it difficult to translate an English word or sentence into Indonesian, and vice versa, Indonesian into English.

Comment [L43]: Kekurangan

Comment [L44]: Penggunaan Bahasa Mandar

Comment [L45]: Penggunaan Bahasa Mandar

	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Iya, membantu karena ketika guru saya menggunakan bahasa Mandar, mudah kupahami dan cepatkan mengerti.	Yes, it helps because when my teacher uses Mandarese, it is easy for me to understand and understand quickly.	Comment [L46]: Keuntungan
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak, karenakan bahasa Mandar komunikasi sehari-hari jadi kita menggunakan bahasa mandar seperti bertanya	No, because Mandarese is the language of daily communication so we use Mandarese like asking	Comment [L47]: Penggunaan Bahasa Mandar
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Tidak suka karena ada kata-kata yang tidak dimengerti jika hanya berbahasa Inggris.	I didn't like it because there were words I didn't understand if I only spoke English.	
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Iya lebih baiknya dibatasi, karena supaya tidak bakuki menggunakan bahasa Indonesia nantinya. Sesekali menggunakan bahasa Mandar ketika bertanya siswa yang tidak hadir dan menjelaskan	Yes, it is better to be limited, because it is better not to use Indonesian later. Occasionally using Mandarese when asking absent students and explaining	Comment [L48]: Kekurangan Comment [L49]: Penggunaan Bahasa Mandar
10.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese	
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa Mandar?	Menggunakan kak, kepada teman dan guru kadang bahasa Mandar kadang bahasa Indonesia.	Using , to friends and teachers sometimes Mandarese sometimes Indonesian	
	Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Sering, karena bahasa Mandar adalah bahasa sehari-hari kita, lebih mudah kalau pakai bahasa Mandar	Often, because Mandarese is our daily language, it's easier to use Mandarese.	Comment [L50]: Keuntungan
	Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Tidak terlalu susah, karena dapat membuat kita tahu	It's not too hard, because it lets us know	
	Apakah anda memiliki kesulitan	Memiliki kak, dalam untuk	Have, in order to	

	dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	memahami setiap kalimat yang tidak ditahu penyusunan kalimat atau translate atau artian kalimat	understand each sentence that does not know the arrangement of the sentence or translate or the meaning of the sentence.
	Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Sangat membantu kak, karena kalau mua diang ndang belum dipahami materi tapi pake bahasa Mandari tau pas menjelaskan jadi mengerti tau karena dalam bahasa Mandar bahasa sehari-hari kita jadi dissangi diwattuanni, dipahanni sannali kak malai najelaskan secara rinci	Very helpful kak, because if mua diang ndang has not understood the material but using Mandarin language tau when explaining so understand tau because in Mandarin language our daily language so dissangi diwattuanni, dipahanni sannali kak malai najelaskan in detail
	Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak kak, karena dalam bahasa Inggris itu bahasa Mandar dalam menjelaskan suatu kata dalam bahasa Inggris yang tidak dipahami	No kak, because in English it is Mandarese in explaining an English word that is not understood.
	Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Cukup suka, karena dapat menambah wawasan dalam mempelajari bahasa inggris jika gurunya menjelaskan dengan berbahasa inggris juga.	I quite like it, because it can add insight into learning English if the teacher explains in English too.
	Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Perlu dibatasi kak, karena lebih bagus jika menguunakan bahasa Inggris dalam pembelajaran bahasa Inggris supaya kita tahu dapat menambah wawasan dalam berbahasa Inggris. Dalam hal dimana siswa atau siswi belum memahami materi pada bahasa Inggris.	It needs to be limited kak, because it is better if we use English in English lessons so that we know we can add insight into English. In cases where students have not understood the material on English.
11.	Bahasa apa yang anda gunakan sehari-hari?	Bahasa Mandar	Mandarese
	Ketika disekolah, apakah anda menggunakan bahasa Mandar untuk berkomunikasi? Jika iya pada siapa kamu berbicara bahasa	Iya, kadang-kadang pakai bahasa Mandar kadang-kadang juga pakai bahasa Indonesia.	Yes, sometimes I use Mandarese and sometimes I use Indonesian.

Comment [L51]: Keuntungan

Comment [L52]: Keuntungan

Comment [L53]: Kekurangan

Comment [L54]: Penggunaan Bahasa Mandar

Mandar?		
Apakah anda sering menggunakan Bahasa Mandar juga pada saat pembelajaran Bahasa Inggris? Mengapa?	Iya, pada saat bertanya kepada guru	Yes, when asking the teacher
Menurut anda, apakah mempelajari dan memahami Bahasa Inggris itu susah? Mengapa?	Tidak terlalu susah, karena pada dasarnya ditau memangmi sedikit.	It's not too difficult, because it's basically a little bit.
Apakah anda memiliki kesulitan dalam belajar bahasa Inggris ? Jika iya, apa yang menjadi kesulitan kamu dalam belajar bahasa Inggris?	Iya, kesulitan penyusunan kata dan berbicara secara lisan.	Yes, difficulty with word organisation and oral speech.
Menurut anda apakah ketika guru menggunakan Bahasa Mandar saat pembelajaran Bahasa Inggris seperti saat menjelaskan dapat membantu anda dalam memahami Bahasa Inggris dengan baik? Mengapa?	Membantu, karena lebih mudah untuk dipahami ketika mejelaskan bahasa Mandar.	It helps because it is easier to understand when explaining Mandarese.
Menurut anda, apakah bahasa Mandar menjadi salah satu masalah dalam mempelajari bahasa Inggris?	Tidak, ya kalau menjelaskan pakai bahasa Mandar lebih mudah ditangkap bicaranya mejelaskan.	No, yes, when explaining in Mandarese it is easier to catch the speaker explaining.
Apakah anda akan lebih suka ketika guru anda hanya menggunakan Bahasa Inggris saja ketika belajar Bahasa Inggris dikelas? Mengapa?	Suka, tapi jangan pakai bahasa Inggris terus diselang seling pakai bahasa Mandar.	Love it, but don't use English and then intermittently use Mandarese.
Menurut anda, apakah penggunaan Bahasa Mandar didalam kelas sebaiknya dibatasi? Jika iya, dalam hal apa atau momen apa saja sebaiknya guru hanya menggunakan Bahasa Mandar saat proses pembelajaran Bahasa Inggris dikelas?	Sebaiknya dibatasi karena yang perlu kita ketahui itu bahasa Inggris bukan bahasa Mandar. Saat menjelaskan atau misal nasuruhki guru	It should be limited because what we need to know is English not Mandarese. When explaining or for example nasuruhki teacher.

Comment [L55]: Penggunaan Bahasa Mandar

Comment [L56]: Keuntungan

Comment [L57]: Keuntungan

Comment [L58]: Keuntungan

Comment [L59]: Kekurangan

Comment [L60]: Penggunaan bahasa Mandar

Appendix 5. Observation Documentation



Appendix 6. Interview Documentation





CURRICULUM VITAE

Aslia Alwi was born on July 14 2000 in Pambusuang, Polewali Mandar, West Sulawesi. She has two brothers and two sisters. She is the last child of Alwi Thaha and almh. Baccang. She started her education at SDN 006 Pambusuang in 2007- 2013. Then, she continued her education at MTs Nuhayah Pambusuang in 2013-2016. Then, in 2016- 2019 she studied at MA Nuhayah Pambusuang. In 2019, she continued her studie at State Islamic College of Majene (STAIN Majene), she took the English Education study program, Department of Tarbiyah and Teacher Training, and finished in 2023.