

The Use of Sundanese Mother Tongue in Learning English

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Abstract. The use of mother tongue in English class has advantages and disadvantages. Therefore, this study was conducted to determine the function of the use of Sundanese language in learning English, as well as the views of students regarding the use of Sundanese language in English classes at MA Miftahussa'adah in grade 11 science and social studies. The methodology used in this study is a qualitative approach with a descriptive method. Data collection techniques in this study through observation, and interviews. The results showed: 1) The function of the use of the Sundanese mother tongue in learning English is as an introduction, explanation, expressing feelings or emotions and providing motivation, 2) Students have positive perception of the use of Sundanese in learning English. This study provides us with information about the use of mother tongue in the classroom. From the students we can see that the use of the mother tongue should not be completely eliminated but can only be minimized, this is to maintain the comfort of students in learning English. And so that students better understand well and easily the material taught by the teacher.

Keywords: Usage, Mother tongue, Sundanese language, Students, Learning English

1. Introduction

.Language is also a tool of self-expression and served as a tool to show their identity as well [1]. Language is useful as a medium of expression, communication, integration and social adaptation or control [2]. Language in education is critical to the success of the teaching-learning process. The kids' native tongue allows them to express themselves freely and without fear of making mistakes [3].

A variety of languages are utilized for local, national, regional, and international communication, including English [2]. English is one of the subjects that students from elementary school to college level are taught. Through the 1994 Basic Education Curriculum, the Indonesian government began to offer English to pupils in Elementary School (SD) or Madrasah Ibtidaiyah (MI) as early as feasible [4], [5], [6].

Learning English as a foreign language is certainly not easy; there are numerous challenges to overcome, particularly when compared to their mother tongue. When a child first learns to speak, he inherits his mother tongue. The learning process differs from that of a second language in that the mother tongue caters to the kid without understanding that the child is learning to utilize language as a medium for transmitting thoughts and feelings [7], [8], [9]. It is usual for two or more languages to be used in communication events. Similarly, throughout the learning process. This is possible because at least one student has two languages as the language of instruction at school, namely mother tongue (L1) and Indonesian (L2), resulting in linguistic contact [10].

Sundanese is the mother tongue of Sundanese people both in and outside of West Java. After Javanese, it becomes the second largest regional language that is still maintained and used by the community [11]. Many Sundanese learn English to converse with people from other countries. What is definite is that Sundanese is Indonesia's second most widely spoken language [12].

The majority, if not all, Indonesians are unaware of the significance of English [13]. For most students who are in the Sundanese area. English is a very scary thing. Sometimes it can make them frustrated, tense and also lazy in learning it. Then, English is largely used in the classroom rather than in everyday interactions [14]. Therefore there are some teachers who use their first language or mother tongue in the

process of learning English. Differences between the mother tongue and foreign languages system, particularly English, are the root of the problem. Various factors cause difficulty in learning English, one of which is first language interference [2]. Another problem is about pronunciation, because of the diversity of ethnic groups, varied dialects, and language systems, Indonesians have a hard time pronouncing English sound. As put it, "ethnicity is one of the components that can cause language variance"[10].

The use of mother tongue in English class certainly has pro and contra. The use of first language (L1) in English instruction has long been a source of contention [15]. Teachers should be conscious that students may not always grasp what they are attempting to communicate. As a result, we require confirmation so that we can check their comprehension and, if there is any misunderstanding, the teacher can take the appropriate action, such as: Changing to L1 [16]. And the restriction of mother tongue use in EFL learning may have an impact on students' psychological aspects, causing a sense of uneasiness among students and limiting their ability to express themselves freely[17]. A comprehensive analysis of language and literacy research findings suggests that becoming literate and competent in one's first language is critical for overall communication, cognitive development, and academic accomplishment[18].

Despite its strength, the role of mother tongues in foreign language teaching and learning has been a topic of debate in the education industry for many years. English should be the primary means of communication in L2 classroom [19]. And to achieve educational goals, many educational institutions and instructors are making efforts to limit and eliminate the role of mother tongue in foreign language classes. Excessive use of L1 as a teaching instrument, on the other hand, inhibits the development of social and pragmatic levels of knowledge in the target language [20]–[22].

From some of the pro and contra above, it can be concluded that the use of a second language in English classes needs to be maximized as much as possible, by encouraging its use and by using it for classroom management. However, the use of the first language also has a small but important role to play in communicating meaning and content.

Many researchers have investigated the use of mother tongue in learning English from different perspective. Hakim in his investigation of the use of Sundanese in learning English found that the Sundanese language functions in the process of teaching and learning English, namely for giving instructions, giving motivation, explaining vocabulary and teaching materials, showing expressions. [23]

Furthermore, Student Perceptions of the Use of Mother Language in EFL Classes seeks to explore the function of mother tongue in the context of higher education. It also investigated students' perceptions of its use in EFL classrooms [24].

Last, a study about the use learner's first language in EFL classroom reveal that in the study the teacher believed that English should be used in the classroom as the primary language. The results also show that teachers use L1 for several functions in EFL classrooms, such as explaining vocabulary and developing relationships with students. But most of the students still use their first language when in certain circumstances such as translating new vocabulary and preparing assignments [25], [26].

Based on the background, the researcher is interested in conducting a study to find out the function of using Sundanese in learning English, and the students' perceptions of using Sundanese in English classroom. With this study, it is hoped that we will find out how rural students overcome Sundanese as their mother tongue in learning English.

2. Methodology

This research conducted in tenth grade of MA Miftahussa'adah. The school chooses by the researcher because most of the students speak Sundanese. This research was carrying out from 31 July 2022 to 3 August 2022.

In this research, the researcher will use qualitative research as the method of the research. This study aimed at finding out the functions of the use Sundanese in learning English and knowing student's perception of the use Sundanese in English classroom.

The researcher's research method will be qualitative research. Qualitative approaches include text and visual data, have specific phases in data analysis, and draw on a variety of designs despite the processes being identical [27].

The research subjects in this study are tenth-grade students and English teachers at MA Miftahussa'adah. Two instruments will be used in this study. Observations and interviews are all used. Data analysis in this study will use an interactive model which divides the analysis activity into several parts, namely: data reduction, data display, and drawing conclusions or data verification [28].

3. Findings and Discussions

a. Findings

The goals of this study, as previously said, are to ascertain how students perceive the utilization of Sundanese functions in learning English as well as the functions of Sundanese in learning English. This study's research methods included observation and interviews:

a) The functions of using Sundanese in learning English

Interviews with English teachers and classroom observations were used to get the data. The information gathered from the outcomes of observations is shown in the list below.

[1]

- Teacher : Please someone get the InFocus (projector) at work!
Student : *Kumaha pak?*
(what sir?)
Teacher : *Punteun pangnyandakeun InFocus di kantor!*
(get InFocus at the office!)
Student : Siap, pak!
(Okay, Sir!)

According to Data 1 the teacher tells his students to take the projector to the office. They were unable to grasp what the teacher was saying, though. The kids immediately understood when the teacher repeated the instruction in Sundanese that they needed to take the InFokus (projector).

[2]

- Teacher : S please read, *Coba ayeuna E baca!*
Student : *Anu mana pak?*
(Which one sir?)
Teacher : *Eta nu kadua!*
(That's the second one!)
Student : Oh oke, pak!
(Oh okay, Sir!)

The teacher instructed one of the pupils to read the material, as seen in data 2 of the dialogue between the teacher and students above. The instructor spoke in English at first, translating everything into Sundanese right away.

[3]

- Student 1 : *Anter urang ka cai!*
(Accompany me to the toilet!)
Student 2 : *Hayu!*
(Let's go!)

The third data shows that a student asked his friend to accompany him to the toilet. Therefore, the use of Sundanese language as an instruction is also used by students with students.

[4]

- Teacher : Jadi ini ceritanya kamu lagi ngajakin jajan temenmu di kantin, contohnya how about we eat meatballs during recess? *Kumaha lamun ke istirahat urang ngabaso?*
(So, here's the story, you gave a suggestion to your friend to have a snack in the canteen, for example, how about we eat meatballs during recess?)
Student : Oh kitu. Paham pak.
(Oh I see. Understood sir)

[5]

- Teacher : *Hayu urang maen bola sore ieu yuk!* berarti bahasa inggrisna let's play ball this afternoon!
contona kos kitu.

(Let's play ball this afternoon! it means let's play ball in this afternoon! such an example)

The fourth and fifth data teachers provide explanations of the material taught in Sundanese so that students better understand the material presented by the teacher and provide an example that relates to their daily lives in Sundanese.

[6]

Student 1 : *Teu bisa ah urang mah teu ngalarti*
(I can't, I don't understand)

Student 2 : *Sarua urang ge*
(Me too)

[7]

Student : *Ah pak kesel teu bisa wae*
(Ah sir I'm annoyed, can't)

Teacher : *Teu nanaon nama nage diajar.* It's okay!
(It's okay it is learning)

Data 6 and 7 showed students expressed their annoyance with the Sundanese language because they could not and did not understand the material being taught, either by fellow students or to the teacher.

[8]

Student : *Pak si ieu mau ceunah*
(Sir, he said he wanted to read)

Teacher : *Sok coba kamu B baca! ulah nyuyuruh batur, kamu sorangan teu daek maju!*
(Try to read it, B! Don't tell other people, if you don't want to read it by yourself)

Student : *Enya pak punteun.*
(Yes, sir. Sorry)

Data 8 shows students accusing their friends that they want to read the text on the screen then the teacher instructs B to read it in an annoyed tone and the teacher asks not to tell anyone else.

[9]

Student 1 : *Ih da isin bapak*
(Sir, I'm shy)

Teacher : *Moal sok coba heula!*
(No, let's try it first)

The seventh data shows that students express feelings of shame to their teachers in Sundanese.

[10]

Student 1 : *Hade euy bisaan maneh*
(Cool, you can do it)

Student 2 : *Euh atuh urang tea*
(Yes, I am)

Data 9 and 10 students expressed their happy feelings by using Sundanese language to their friends who praised them and were happy because they could practice the instructions ordered by the teacher.

[11]

Teacher : Give applause, *emprok barudak!*
(Give applause!)

Data 11 teachers give rewards by instructing students to give applause to their friends who have appeared in front of the class using Sundanese language and adding gestures.

[12]

Student : *Bapak sieun ah teu tiasa*
(Sir I'm scared, can't)

Teacher : *Teu nanaon namana ge belajar atuh, anggap we barudak mah patungnya dak. Nanaon ge nu ngaranna diajarmah pasti aya salahna heula. Tah nu ulah mah nu teu daek diajar.*
(It's okay, this is learning. Let's just say that your friends are statues. Whatever it is called learning, there must be something wrong with it first. It can't be those who don't want to learn)

[13]

Student : *Bapak teu tiasaa ih*
(Sir, I can't)

Teacher : *Bisa teu bisa kudu nyoba*
(Can or not you have to try)

The 11, 12, and 13 data teachers provide motivation in Sundanese language to their students who do not dare to perform because they cannot. Finally, the student dared to appear.

From the results of the research above, it can be concluded that the use of Sundanese in learning English serves as an instruction/command, explanation, expressing emotions and giving motivation. And this is reinforced by the results of teacher interviews as follows:

1. 1st English teacher:

"Surely. Because when using Sundanese language, it is easier for children to understand, so the material conveyed is easier for them to handle. In addition, the use of Sundanese is useful as a command word, providing motivation, and then when the child is upset sometimes they use Sundanese."

2. 2nd English teacher:

"For certain situations, it can be like a word to give an example of an incident that relates to their daily life. Then, as a translator of the two languages, namely Indonesian and English, and to make the atmosphere less tense."

b) Students' perception on the use of Sundanese in learning English

a) First Student

The use of Sundanese language can make students able to master English well. Because when the teacher inserts Sundanese in English learning, it makes students understand the material presented by the teacher better.

"Kalau untuk saya iya. Karena pas guru menyisipkan bahasa sunda jadi lebih paham apa yang disampaikan oleh guru" (For me, yes it can. Because when the teacher inserted Sundanese, I more understood what the teacher was saying)

Student feels happy when the teacher uses Sundanese as the language of instruction. He admitted that he did not understand much English vocabulary so that when the teacher gave him instructions using English and Indonesian he did not understand either, when he used Sundanese he immediately understood what the teacher ordered.

"Saya suka. Karena banyak kata-kata bahasa Inggris yang saya tidak mengerti. Jadi kalau gurunya memberi perintah, kalau pakai bahasa Inggris kurang paham, kalau diterjemahkan ke bahasa Indo kurang paham, biasanya kalau pakai bahasa Sunda langsung paham" (I like it. Because a lot of English words that I don't understand. So, if the teacher gives orders, if you use English, you don't understand, if you translate it into Indo, you don't understand, usually if you use Sundanese, you will immediately understand)

Students do not like it if the teacher only uses English when the learning and teaching process takes place. Because he did not understand what the teacher was talking about.

"Kurang sih soalnya kalau pakai bahasa inggris aja gak paham sama apa yang diomongin. Lebih baik dicampur gitu" (It's less. Because if use English, I don't understand what is being said. Better to mix it up)

However, according to him, the use of Sundanese mother tongue in learning English should be minimized. Because if use Sundanese too often in English class, he will master a little English vocabulary.

"Iya harus. Karena kalau keseringan pakai bahasa sunda jadinya kita ga terlalu banyak menguasai kosa kata bahasa inggris" (Yes, must. Because if we use Sundanese often, we will not master English vocabulary much)

b) Second student

The use of Sundanese in English lessons might make students master English well. He argues that the Sundanese language becomes a translator. Like when the teacher explained in English and the students did not understand what was conveyed by him the teacher explained again in Sundanese and the students immediately understood it.

"Bisa jadi sih. Karena ketika gak ngerti sama apa yang disampaikan oleh guru kita langsung bertanya kaya apa bu gimana? Nah gurunya langsung menjelaskan dengan bahasa Sunda. Jadi sebagai apa ya kaya penerjemah gitu lah" (It could be. Because when we don't understand what the teacher is saying, we immediately ask questions like "what is it, ma'am?" Well, the teacher immediately explained in Sundanese. So what is it like to be like a translator?)

Then, the student likes when the teacher uses Sundanese as the language of instruction. According to him, he will immediately understand when the teacher explains in Sundanese rather than in Indonesian. Due to the habit of using language, it is more comfortable if the teacher uses Sundanese as an introduction. *"Suka sih karena jadi langsung ngerti waktu dijelasin pakai bahasa sunda. Terus misalnya guru jelasin pakai bahasa inggris terus diterjemahin ke Indo masih kurang paham juga terus pakai bahasa Sunda biasanya lebih paham. Karena kan keseharian kita ngomongnya pakai bahasa Sunda jadi lebih klop"* (I like it. Because immediately understand when teacher explained in Sundanese. For example, the teacher explains using English, then translates it into Indonesian, still doesn't understand, and continues to use Sundanese, usually I understands better. Because every day we talk in Sundanese, so it fits better)

And students do not like it if the teacher only uses English when studying, he will not understand what the teacher is talking about so it will be difficult to learn English.

"Kurang sih. Karena bakalan gak paham sama apa yang diomongin terus jadi susah buat belajar bahasa inggrisnya" (It's less. Because I will not understand what is being said, it will be difficult to learn English)

The use of Sundanese in the English class is balanced. According to him, teachers must balance the use of Sundanese, English and Indonesian when teaching and learning activities take place in order to understand well the lessons delivered.

"Seimbang aja deh jangan diilangin juga maksudnya. Jadi kaya sunda ada bahasa inggris juga ada. Biar kita paham betul apa yang disampaikan sama guru" (Just balances it, don't lose it too. So like Sundanese, there is also English. Let us understand exactly what the teacher said)

c) Third student

The use of Sundanese in learning English can make students master English well. According to him, the use of Indonesian used by the teacher to clarify the material is still not enough for him to understand the lesson from the teacher.

"Iya sih soalnya kalau bahasa inggris sama bahasa indo aja kadang masih kurang cukup buat mahamin pelajaran dari guru" (Yes, the problem is that sometimes English and Indonesian are still not enough to understand the lessons from the teacher)

Second, student like if the teacher uses Sundanese as the language of instruction. Because he will immediately understand what the teacher is talking about if the teacher uses Sundanese language.

"Suka teh. Soalnya langsung paham sama apa yang diomongin kalau pakai bahasa sunda" (I like. Because I immediately understand what is being said when the teacher use Sundanese)

Third, students do not like it if the teacher only uses English in full in teaching and learning activities. In fact, he felt dizzy and did not understand.

"Ngga, pusing malah hahaha gak ngerti teh" (No, I'm dizzy, I don't even know)

Fourth, the use of Sundanese in learning English according to students may be minimized as long as it is not eliminated in learning. Because the class atmosphere is more relaxed and less stressful.

"Diminimalisir boleh asal jangan dihilangin aja. Soalnya kan biar ada santai santainya gitu pas belajar kalau pakai bahasa sunda teh gak tegang-tegang amat" (It can be minimized as long as it doesn't just disappear. because so that there is a relaxed atmosphere, when you study using Sundanese, you don't get too tense)

d) Fourth student

First, the use of Sundanese in learning English does not really make him master English well. Because the use of the Sundanese language is only used to give instructions and examples. According to him, he is more comfortable when the teacher explains in Indonesian.

"Ngga terlalu sih. Karena bahasa sunda kan biasanya dipakai pas ngasih instruksi aja atau contoh. Karena kalau saya nyamannya guru nerangin pakai bahasa Indonesia" (Not too much. Because Sundanese is usually used when giving instructions or examples. Because if I'm comfortable the teacher explains using Indonesian)

Second, students do not like it when the teacher uses Sundanese as the language of instruction in learning because there are many languages used in the classroom, making it more difficult for him to learn English even it's just command.

"Saya mah kurang senang karena jadi banyak bahasa yang dipakai di kelas. Jadi buat belajar bahasa inggris tuh lebih rumit. Kalau mau Indonesia sama inggris aja meskipun itu hanya sebagai perintah" (I

am not happy because so many languages are used in class. So learning English is more complicated. English and Indonesian only even it's just a command)

Student feels happy and tend to be more enthusiastic if the teacher only uses English when studying because it becomes a challenge for him and to get used to using English when answering questions from the teacher.

"Senang lebih ke bersemangat aja karena jadi tantangan terus biar keterbiasaan pakai bahasa inggris kalau mau jawab" (I'm happy, and I'm more excited because it's a challenge to get used to using English if I want to answer)

The use of Sundanese in English classes should be minimized because in order to become a habit of using English as well as practicing it.

"Harus sih. Buat jadi keterbiasaan kita ngomong pakai bahasa inggris sekalian praktek gitu kan" (Surely. To make it a habit, we speak in English as well as practice)

e) Fifth student

The use of Sundanese in English class is able to make students master English well because they do not understand if the teacher only uses English. In addition, if the teacher explains in Indonesian and then he does not understand what is being explained, then he can use Sundanese. So that he can understand the lesson.

"Iya. Karena banyak yang gak paham kalau pakai bahasa inggris aja. Terus misalnya kalau nerangin pakai Indonesia terus gak ngerti juga kan bisa pakai bahasa sunda. Jadi paham deh maksudnya guru apa" (Yes. Because I don't understand how to use English. For example, if teacher explain using Indonesian and don't understand, he can also use Sundanese. So, I know what teacher means)

Student likes teachers using Sundanese as the language of instruction. Instructions from the teacher can be easily understood even though the teacher does not use gestures. Then, learning becomes not boring and not rigid.

"Suka sih. Karena lebih paham perintah dari guru tuh seperti apa. Dan bikin belajarnya gak bosan gak kaku gitu" (I like it. Because I understand what the teacher's instruction. And it makes learning not boring and not stiff)

Student is not happy and even dizzy and do not understand if the teacher only uses English when studying.

"Nggak yang ada malah puyeng teu ngarti" (No, even I can't understand.)

The use of Sundanese in learning English must be balanced. In order to better understand the lessons delivered by the teacher.

"Seimbang aja. Indo ada sunda ada inggris ada biar paham hahaha" (Just balance. Indonesia, Sundanese, English are there so can understand hahaha)

f) Sixth student

The use of Sundanese in learning English is able to make students master English well. Because when the teacher only uses English and Indonesian when explaining sometimes he still doesn't understand the material presented by the teacher. Then according to him, it depends on the method from the teacher because it has an effect on understanding the English material from the teacher.

"Hmmm iya bisa. Karena kalau pakai indo sama inggris aja kadang masih belum ngerti. Terus kalau buat menguasai tergantung dari metode gurunya juga sih, soalnya berpengaruh terus dari media sosial soalnya kan kaya kita liat status orang di Facebook gitu kan suka ada yang pakai bahasa inggris terus ada pilihan terjemahnya nah dari situ jadi tahu artinya" (Hmmm, yes can. Because if the teacher use Indonesian and English, sometimes I still don't understand. Then if I want to master it, it depends on the teacher's method, because it has an effect. Then, from social media, because it's like we see people's status on Facebook, it's like someone using English and then there is a translation option, so you know what it means)

Student likes when the teacher uses Sundanese as the language of instruction. Because in order to better understand the instructions from the teacher and can immediately practice it.

"Senang-senang aja sih. Karena kalau pakai bahasa Sunda jadi lebih ngerti maksud dari guru the apa the. Jadi kita bisa langsung mraktekin" (Happy. Because if teacher use Sundanese, I will understand more what the teacher means. So, we can immediately practice)

Student is not happy if the teacher only uses English when learning English takes place. because he did not understand what the teacher explained.

"Nggak soalnya gak ngerti sama apa yang dijelasin" (No. because I don't know what's being said)

The use of Sundanese in learning English must be minimized because in order to get used to using English.

"Harus, biar terbiasa" (Got to get used to it)

b. Discussions

a) The functions of using Sundanese in learning English

The first function is as a command / instruction. By using Sundanese, students understand better and immediately do what the teacher tells them to do. Most pupils respond actively to the discussion when the mother tongue used as a medium of instruction [29]. From data 1, 2, 3 we can see that students of MA Miftahussa'adah tend to understand better if the teacher uses Sundanese language in giving instructions. Not only instructions between teachers and students but also between students and students they use Sundanese as a command. Using one's mother tongue in the classroom is unavoidable and common. In general, the purpose of using the first language in English lessons is to bridge the gap that exists between students and teachers during interactions. For example, a teacher might translate into their first language if they do not comprehend the instructions given [23].

Second, the use of Sundanese language serves as an explanation, like giving an example. By using Sundanese, students understand the material presented by the teacher better than using English alone. The use of Sundanese is also because the teacher must explain an example related to their daily lives and know that Sundanese is also their daily language. So, they will understand better, it can be seen from the fourth and fifth data.

The third function is to express emotions or feelings. Like angry, annoyed, embarrassed, and happy. Students and teachers tend to use Sundanese language in expressing their feeling or emotion both between students and students and between teachers and students. This is in line with the affective domain described by Krathwohl, Bloom, and Masia in 1973, which includes "how to deal only with emotional objects, such as feelings, values, rewards, excitement, motivation, and attitudes." The learners' performance in terms of their affective domain is impacted by the use of the mother tongue, it can be seen for sixth, seventh, eight, and ninth data [30].

Fourth, the use of Sundanese language serves to provide motivation for teaching and learning activities. By using Sundanese, the motivational process from teacher to student and from student to student is more successful, coupled with using Sundanese, the motivational process is easier to understand and more natural, it can be seen from 10, 11, 12, and 13 data. It line with Hawa investigated that the usage of their mother tongue aided students in learning English more effectively since it increased their motivation to participate and engage actively in the learning process [24].

Using English as the target language, in conjunction with the appropriate use of the student's mother tongue on particular occasions, could aid language acquisition and improve students' English mastery. Using the mother tongue sparingly influenced the learning process. If used wisely, it has the potential to play a significant role in helping English acquisition. Excessive usage of the mother tongue, on the other hand, may have a detrimental impact on students, such as limiting students' exposure to the target language. Furthermore, it may limit their opportunities to practice English [31].

b) Students' perceptions on the use of Sundanese in learning English

From the students' perceptions about the use of Sundanese language learning English above, the researchers produced four student perceptions. The first is that the use of Sundanese is able to make students master English well. Only one student has the view that the use of Sundanese does not make him able to master English well. Second, students like it when the teacher uses Sundanese as an introductory language. Only one student was disliked because he was more comfortable when the teacher used Indonesian as an language instruction. Third, students do not like it if the teacher only uses English in learning. One student likes and is excited when the teacher uses English in learning because leadership can make him more challenged and get used to learning and using English. The four students stated that the use of Sundanese

language should be minimized in English class. Mother tongue use should be limited, judicious, and infrequent for a better approach in the EFL classroom to help the English learning process [32]. Two students explained that the use of Sundanese and English must be balanced so that students better understand the lessons delivered by the teacher.

It can be seen from the results of the data above that it can be ascertained that the students have a positive perception of the use of Sundanese mother tongue in the English classroom. However, to achieve the learning objectives the use of English must be minimized.

4. Conclusions

This study focuses on the function of using Sundanese in learning English as well as students' perceptions of the use of Sundanese mother tongue in English classes. This research was conducted in high school and shows clear evidence that the use of Sundanese can work as an instruction or command, an explanation, expressing feelings/emotions and a motivator. Students show a positive perception of the use of Sundanese in English class. This study provides us with information about the use of mother tongue in the classroom. From the students we can see that the use of the mother tongue should not be completely eliminated but can only be minimized, this is to maintain the comfort of students in learning English. And so that students better understand well and easily the material taught by the teacher. It is possible to conclude that utilizing English as the target language, supplemented with appropriate usage of the mother tongue on specific occasions, can complement and facilitate the learning process.

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