

An Analysis of Students' Language Preference in Bilingualism at Public Health Students in an Islamic Public University

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Received: 1 February 2022, Reviewed: 17 February 2022, Accepted: 21 February 2022

Abstract

The diversity of UIN Alaudin Makassar students who come from various regions creates bilingualism in students. Bilingualism occurs even though both parents are Indonesian, this happens because children are not only taught one language from the young age. This study discuss about what language do the students prefer to use and what are the role of mother tongue in students' Bilingualism. The approach in this research is descriptive quantitative method. It aimed to find out the description of the students' ability, their preference in using mother tongue and Bahasa Indonesia, also their obstacles and the role of mother tongue in speaking bilingual (Mother Tongue and Bahasa Indonesia) at the students of Public Health in UIN Alauddin Makassar. Research instrument is used to obtain or collect data in order to solve problems in achieving the goals of the research study. The instruments are interview and Questionnaire. The result of the study note that the students frequently used Indonesian as the second language when they talk to the friends and lecturers. According to the result of interview, these participants explained that the role of their mother tongue is to communicate with family and relatives. It shows that all of them use their regional

language as their mother tongue. It can facilitate them to communicate with each other in their daily life. These interview results are related to the questionnaire result also, it is evident that the most students in bilingual use their regional language when they are at home or in their hometown.

Keywords: Bilingualism, mother tongue, language preference

Introduction

Bilingualism means talking about people's competence in communicating in two languages, as Baker states that "Bilingualism is simply about two languages" (Baker, 2006). Some children, on the other hand, develop bilingualism from an early age. Bilingualism - perfect knowledge of 2 languages or a particular literary language and its dialect. It occurs for social demand or for some reason. Its natural formation is also due to the fact that two or more peoples live in the same state.

Yip and Matthews (2007) & Harding-Esch and Riley (2003) show that children become bilingual because their parents are from countries with different mother tongues. In Indonesia, most people are bilingual even though both of their parents are Indonesian. This happens because children are not only exposed and taught one language from a young age. Many of them are exposed to at least two languages, which are Indonesian and their local language – which is different depending on which area of Indonesia they were born or grew up. For example, a child who is from Polewali Mandar, can converse in Indonesian and Mandarese (the local language of this tribe). However, a child from Palopo can use Indonesian and Buginese (the local language of Bugis tribe). Many other combinations are possible depending on what people's local language is. In addition, having high exposure to other languages, such as English, may add to their capability to speak more than just two languages and become multilingual. From that description, we can see clearly that bilingualism is common in Indonesia. Besides Indonesian people also possess some local languages like Mandarese, Buginese, Javanese, Sundanese, Madurese, and many others. Therefore, children who are born in Indonesian communities usually, by nature, will become bilinguals.

According to Tarigan (1988: 31), mother tongue is identical with the ancestral language. That is, in a household can occur more than one mother tongue. For example, the husband of the Java Batak ethnic and wife of the Mandarese. So, in that family there are two mother tongues, that is Java language and Mandarese language. Therefore, the mother tongue is the regional language of an ethnicity.

The first language is the language used by children since childhood. the first language is not necessarily ethnic / ethnic language. The first language that humans learn to speak is their mother tongue or regional languages. Thus, it can be concluded that the mother tongue or first language is the language first acquired or studied by humans when speaking. It can be regional languages, national languages, or international languages.

The reason why the fact above is presented is because bilingualism is not a new or unique phenomenon in Indonesia. It is very common for Indonesians to be bilingual. In fact, rarely are Indonesians monolingual. The background above is also the reason why we became interested in doing a study to describe the bilingualism/multilingualism among a variety of students in Indonesia, who are enrolled in the Faculty of Language and Literature (FLL). Therefore, this study aims to answer the following research questions:

1. What language do the students prefer to use?
2. What are the role plays of mother tongue in students' Bilingualism?

Literature Review

Bilingualism

Bilingualism based on Titone in Harms said that bilingualism is the individual's ability to speak a second language conceptually and structured rather than paraphrasing their mother tongue. Then, according to Mohanty in Hamers, bilingualism is social communicative dimension, when he says that bilingual persons or communities are those with ability to meet the communicative demands of the self and the society in their normal functioning in two or more language in their interaction with the other speakers of any or all of these language".

According to Grosjean (1982), there are several definitions of bilingualism, others are the following:

- Bilingualism is widespread phenomenon: perhaps half the world's population is bilingual. It is difficult to find a truly monolingual society.
- Bilingualism is a natural phenomenon, neither a problem nor an asset but quite simply a fact of life that should be dealt with in as unbiased way as possible
- Bilingualism is a social as well as psychological phenomenon. It develops linguistic fluency to extend needed for communication.

Based on definition above, the writer can conclude that bilingualism is an ability to use two languages. Someone can called have bilingualism when she or he can use native language like he or she use his/her mother tongue.

Types of bilinguals

There are many different types of bilingual, Garcia (2007) states that there are two kinds of bilingual education. The first is called additive bilingualism, which the mother tongue is used and the mother tongue is added. The second one is called subtractive bilingualism, where the students are instructed in both their mother and second language. The instruction in the mother tongue ceases, with the second language becoming the sole medium of instruction and ultimately the only language of the student. Educational program that support additive bilingualism are referred to as strong, whereas those which engaged in subtractive bilingualism are referred to as weak. Fishman and Lovas (1970) have classified them as such :

- Transitional bilingual – L1 (mother tongue) is used as an interim medium of instruction until fluency in L2 (second language) is acquired so that pupils can be incorporated into the "regular" classroom in an L2 curriculum.
- Monoliterate bilingualism – L1 is developed and used in oral communications and to teach content areas
- Partial bilingualism – L1 and L2 are used for both literacy instruction and the teaching of subject matter, more content areas (e.g math, science) are taught in L2, and L1 is ordinarily used for ethnic- related areas (e.g. social studies, literature).
- Full bilingualism – student develop all skills in both languages in all domains.

The Advantages of being bilingual Some of potential advantages of bilingualism of child according to Baker (2007) are:

- Communication advantages. Wider communication and literacy in two languages.
- Cultural advantages. Broader enculturation, a deeper multiculturalism and two languages worlds of experience, greater tolerance and appreciation of diversity.

- Cognitive advantages: thinking benefit (e.g creativity, sensitively to communication)
- Character advantages. Raised self-esteem, security in identity.
- Curriculum advantages: increased curriculum achievement.

Mother tongue

Humans cannot determine which style will be their first language. Mother tongue is the first language acquired by children from birth. The other definition said that the mother tongue refers to the language in which the individual is most familiar with and has a contact for the most extended period (Suliman, 2014). In this case, parents and the environment have a critical role in the acquisition of language obtained by children. Mothers, fathers, grandfathers, grandmothers and he other surrounding can be models or role models in language learning.

A sound that a new-born baby hears for the very first time is his mother's voice. This is because the mother used to talk to her baby in her womb, hence the term mother tongue. Mother tongue (first language) has a great influence on children, particularly in their second language acquisition. This is corroborated by Behaviourist theory by Skinner (1957), which argues that language is the result of stimulus-response. Thus, when children learn their mother tongue, which in Indonesia are mostly local languages or vernacular, it will facilitate the children in learning other languages. It is also because the local language has a rich vocabulary that does not exist in any language, so that children who master the mother tongue as a first language tend to have more vocabulary than their national language.

The role of mother tongue

Some people believe that the mother tongue is part of local language, while some others do not. conceived that people commonly define the term of mother tongue as vernacular or local language. However, he believes that vernacular language is not quite appropriate in referring to the mother tongue. This is due to the fact that those languages, the mother tongue, do not belong to a particular domain. This leaves vernacular as the language that belongs to certain regions. Then again, this vernacular, which is supposed to be used in certain area, has also been exercised outside the domain. In other words, that particular society has practiced their mother tongue instead of vernacular language. Ali (1995) stated that the mother tongue is the language that has been acquired through social interaction that involves the speaker's family and neighborhood.

In Indonesia, the mother tongue tends to be identified as vernacular or local language. This comes as a result of ethnic diversity. The vernacular language has become more attached to Indonesian daily life, making the mother tongue to merge with the vernacular language. The first language itself here defined as the language that could unite or unify various regions from different vernacular languages. Moreover, the use of local languages contains norms that make up the speaker. For example, in the local language each word will be used differently in accordance with to whom the speaker talk to. If it is to show respect or when speaking to older people, a more polite language tends to be used, and the same statement will be delivered differently to closer relatives or younger interlocutors. This makes the speaker understand the importance of respecting their interlocutors. Notwithstanding the use of vernacular or local language as mother tongue is becoming obsolete in society.

Holmes (2013) notes in his book that there are several factors of why the use of local language begins to wane; among others are the minorities, cross-marriages, and immigration or population movements. No to mention, young families affected by trends which tend to adopt

national language into daily language of instruction with their children, whereas there are lots of positive impacts the children could obtain from the use of local language as their mother tongue.

Mother tongue influences indetity Saga Arola (2017) state Mother tongue has an important impact on our identity. It helps us develop ourselves and influences our understanding of ourselves later in life. Mother tongue is our first language and we can hear it and follow it already before we are born, when we are still in the womb. The first words, feelings, and ideas that a kid has are expressed in their mother tongue. Because of this, it's critical that we be mindful of our language usage. Because our childhood, the most significant time in our life, will have an impact on it, our mother language plays a crucial part in influencing our emotions and thoughts. When we use our mother tongue, there is a connection between our heart, brain and language. We manifest our true personality when we speak our mother tongue, because the way it sounds and feels gives us confidence. Mother tongue is the language we use for thinking, dreaming and to identify emotions. We use our mother tongue to speak with our parents, family, and other relatives. Additionally, mother tongue is essential to our culture, identity, and beliefs. Given the close relationship that exists between the mother tongue and the culture, it can be challenging for children to feel a connection to their culture and ancestry when they don't speak their mother tongue.

Method

Research design

Descriptive studies are designed to obtain the current status of phenomena and are direct toward determining the nature of situation as it exists at the time of the study.

The researcher concludes that descriptive research is designed to give information and a clear illustration about the social situation with the objective of descriptive research. In this case the point of descriptive research is to collect and accumulate the basic data in descriptive way or its intent to make the description about problem of the role of bilingualism in use.

In this research, the researcher used descriptive quantitative method. It aimed to find out the description of the students' ability, their preference in using mother tongue and Bahasa Indonesia, also their obstacles and the role of mother tongue in speaking bilingual (Mother Tongue and Bahasa Indonesia) at the students of Public Health in UIN Alauddin Makassar.

Population and sample

The population of this research is the second semester students of Public Health in UIN Alauddin Makassar. It consists of two classes, they are Class A and Class B, so the total number of the population is 40. The researcher used random sampling technique for questionnaire and purposive sampling for interview and took 10 students each class, so the total number of the sample is 20 students or 50% and the researcher took 6 students for interview.

Research instrument

Research instrument is used to obtain or collect data in order to solve problems in achieving the goals of the research study. The instruments are interview and Questionnaire.

Interview

The interview is conducted to know the students' obstacle in speaking bilingual (Mother Tongue and Bahasa Indonesia). The list of questions interview is:

- a. What is your mother tongue?
- b. How did you learn your mother tongue?
- c. What role does your mother tongue play in your daily life?
- d. How has your mother tongue influenced your identity?
- e. Have you ever faced any discrimination or prejudice based on your mother tongue?
- f. Do you think knowing multiple languages, including your mother tongue, is beneficial?

Questionnaire

Questionnaire is the list of questions given to other people aimed that the people might give responses in suitable with user's task. The people who are expected to give responses is called respondent. Questionnaire is instrument of collecting information by extending written question for answered written form by the respondent.

Questionnaire is technique of collecting data which done by giving written question or statement to the respondent for answered. Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. The Questionnaire in this research used Language Background Scales. Language background or functional bilingualism scales are self-rating scales. They endeavor to measure actual use of two languages as opposed to proficiency. An example for schoolchildren is now presented (adapted from Baker, 1992):

Table 1. Questionnaire

How are some questions about the language in which you talk to different people, and the language in which certain people speak to you. Please answer as honestly as possible. There is no right or wrong answer. Leave an empty space if a question does not fit your position					
In which language do you speak to the following people? Choose one of these answers					
	Always in mother tongue	In mother tongue more often than Indonesia	In mother tongue and Indonesia equally	In Indonesia more often than mother tongue	Always in Indonesia
Father					
Mother					
Brother/Sister					
Friends in the classroom					
Friends in the playground					
Lecturers					
Neighbors					
Grandparents					
Other relatives					
Friend outside school					

A questionnaire was distributed to the all sample. Questionnaire that used was a checklist questionnaire. The students only give check to the column that provided.

The procedures of collecting data

In collecting the data, the researcher used the following procedures:

- The researcher gave the questionnaire to answer.
- The researcher explained to the students about what they should do to the questionnaire.
- After the explanation finished, the researcher asked the students to answer the all questions in the questionnaire.
- When they finished the questionnaire, the researcher called those 20 students one by one to be interviewed.

Analysis of the data

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others. In this study the writer used some techniques in data analysis for Descriptive quantitative, they are:

Data processing

Data processing technique in this study used Microsoft Excel to see the percentage of each question in questionnaire.

Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The writer reduced the data result by choose the primary data or focus to the essential data.

Data display

The result of the data reduction is report systematically which can be understood and reasonable of the data that is gotten in the field by the research. The writer displayed the data result in form of short explanation chart.

Conclusion

The researcher made a conclusion that related on the theory.

Finding and Discussion

This chapter describes the questionnaire result to answer the first research question. The description of questionnaire result is presented in the form of graph. The second research question is answered by analyzing students' interview result.

Questionnaire (students' language preference based on which you talk to use)

The students that participated in this research were from any different regions. The mother tongue is their regional language and the second language is Indonesian. They use some different languages as their mother tongue, such as Buginese, Javanese, Makassarese, Minangnese,

Bimanese and etc. There are some points from the questionnaire that has been answered by the participant. The questionnaire result can be seen in the following graph:

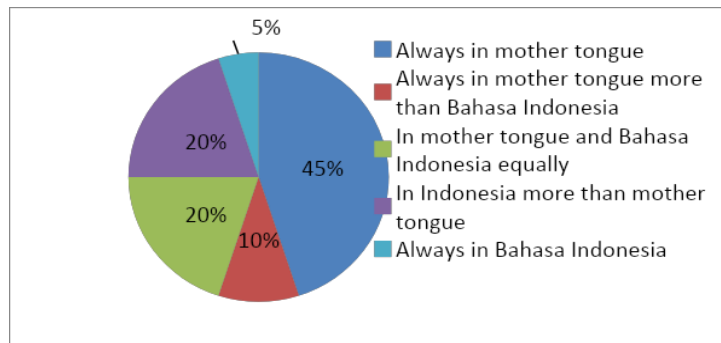


Figure 1. In which language do you speak with your father?

The data shows that the students always use mother tongue when talk to their father is the biggest percentage, 45%. Then 20% students use Indonesian more often than mother tongue and 20% use mother tongue and Indonesian equally. 10% students always use their mother tongue more than Indonesian, while 5% always in Indonesian.

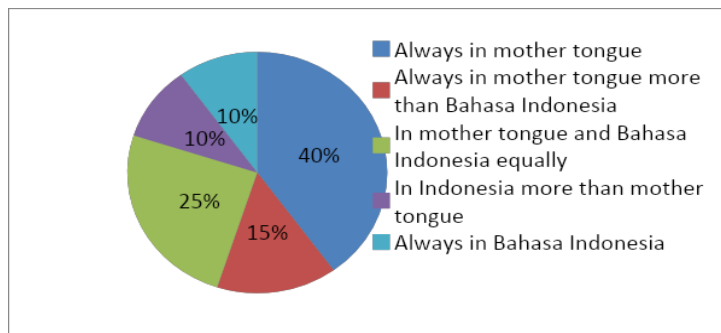


Figure 2. In which language do you speak with your mother?

Based on the graph above, it shows that there are 40% students who always use mother tongue when talk to their mother. Then 25% students use mother tongue and Indonesian equally. 15% students always use their mother tongue more than Indonesian. 10% use Indonesian more than mother tongue and 10% always in Indonesian.

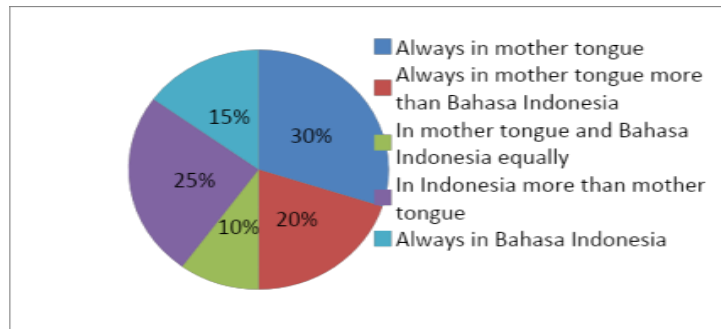


Figure 3. In which language do you speak with your brother/sister?

Based on the graph above, it shows that there are 30% students who always use mother tongue when talk to their brother/sister. 25% use Indonesian more than mother tongue. 20% students always use their mother tongue more than Indonesian and 15% always in Indonesian. Then 10% students use mother tongue and Indonesian equally.

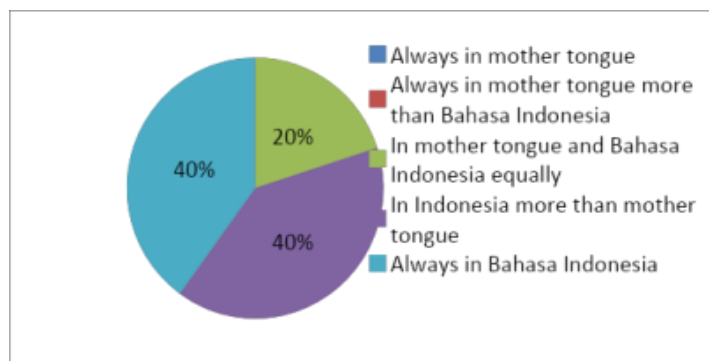


Figure 4. In which language do you speak with your friends in the classroom?

The data shows that 40% students who always use Indonesian when talk to friends in the classroom. 40% students use Indonesian more than mother tongue. 20% use mother tongue and Indonesian equally. 0% students always use mother tongue more than Indonesian and 0% always in mother tongue.

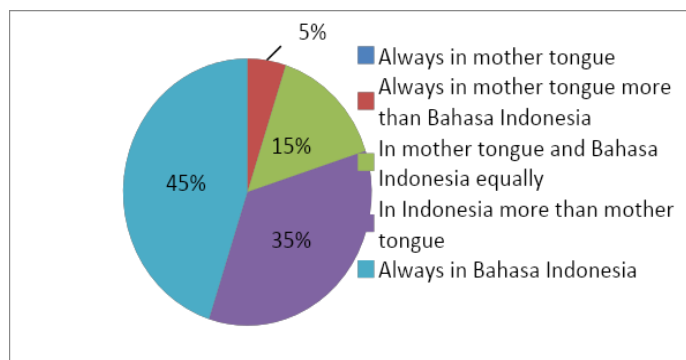


Figure 5. In which language do you speak with your friends in the playground?

Based on the graph above, it shows that there are 45% students who always use Indonesian when talk to friends in the playground. 35% students use Indonesian more than mother tongue. 15% use mother tongue and Indonesian equally. 5% students always use mother tongue more than Indonesian and 0% always in mother tongue.

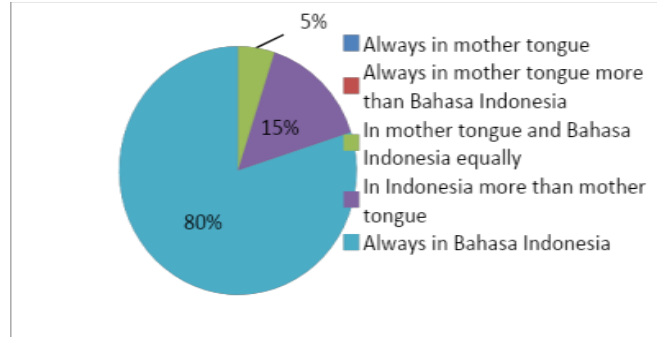


Figure 6. In which language do you speak with your lecturer?

The data shows that 80% students who always use Indonesian when talk to lecturer. 15% students use Indonesian more than mother tongue. 5% use mother tongue and Indonesian equally. 0% students always use mother tongue more than Indonesian and 0% always in mother tongue.

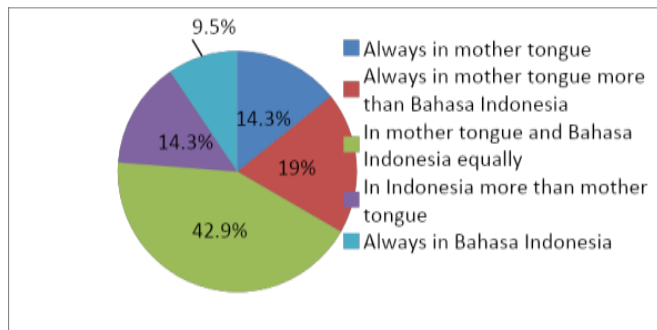


Figure 7. In which language do you speak with our neighbors?

Based on the graph above, it shows that there are 42.9% students who use mother tongue and Indonesian equally. 14.3% students use Indonesian more than mother tongue. 14.3% always in mother tongue, 19% always in mother tongue more than Indonesian and 9.5% always in Indonesian.

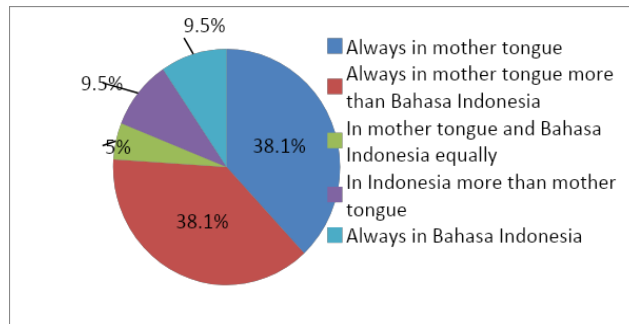


Figure 8. In which language do you speak with our grandparents?

The data shows that the students always use mother tongue when talk to grandparents, 38.1%. Then 38.1% students always use their mother tongue more than Indonesian. 9.5% students always use their mother tongue more than Indonesian, 9.5% always in Indonesia, while 5% in mother tongue and Indonesian equally.

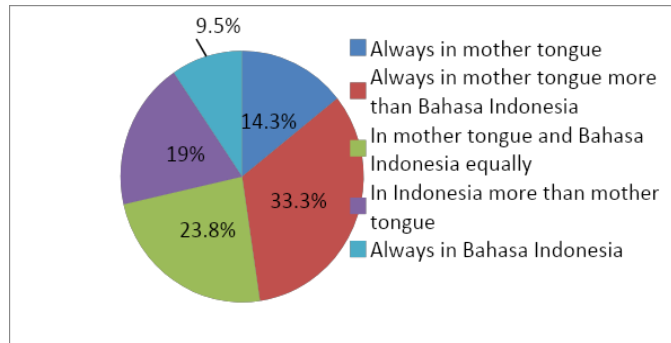


Figure 9. In which language do you speak with your other relatives?

Based on the graph above, there are 33.3% students who always use mother tongue more than Indonesian. 23.8% use mother tongue and Indonesian equally. 19% students use Indonesian more than mother tongue, 14.3% always in mother tongue and 9.5% always in Indonesian.

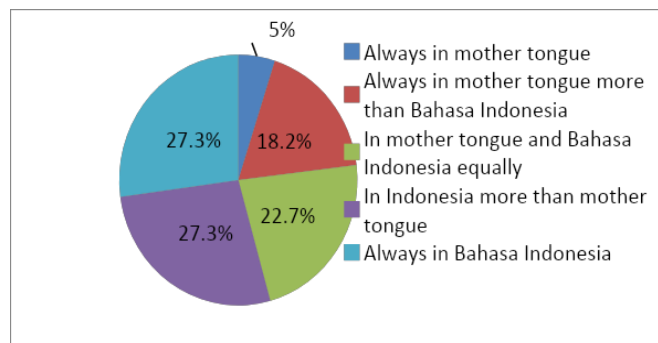


Figure 10. In which language do you speak with your friends outside campus?

Based on the graph above, it shows that 27.3% students use Indonesian more than mother tongue. 27.3% always in Indonesian, 22.7% use mother tongue and Indonesian equally. 18.2% students always in mother tongue more than Indonesian and 5% always in mother tongue.

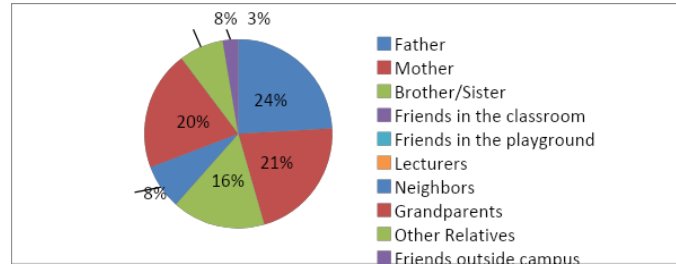


Figure 11. Student used mother tongue.

It was evident that the most students used mother tongue when they talk to Father (24%), Mother (21%), Grandparents (20%) and Brother/Sister (16%). It shows that they mostly used their regional language at home or in the hometown because it was the language that they were acquired first from the family. The following percentages are Neighbors (8%) and other relatives (8%) who have the same percentages. They use mother tongue/regional language (3%) to the friends outside campus, while other data shows that students never used the regional language (0%) to the Lecturers, Friends in the classroom and playground. Therefore, it can be concluded that the students frequently used Indonesian as the second language when they talk to the friends and lecturers.

Interview

Mother tongue as the first language acquisition

Mother tongue is the first language acquired by children from birth. The other definition said that the mother tongue refers to the language in which the individual is most familiar with and has a contact for the most extended period (Suliman, 2014). In this case, parents and the environment have a critical role in the acquisition of language obtained by children. Mothers, fathers, grandfathers, grandmothers and the other surrounding can be models or role models in language learning. These are some the answers by the students that have been found during the interview.

Table 2. Mother tongue as the first language acquisition

Participant 1	<p><i>“Saya mempelajari Bahasa pertama saya mulai saya kecil, Jadi saya mendengar bahasa pertama saya dari orang-orang yang ada disekitar saya”.</i></p> <p><i>‘I learned my first language when I was little, so I heard my first language from the people around me’</i></p>
Participant 2	<p><i>“Caraku mempelajari bahasapertamaku, karena lingkungan ji, karena teman-teman juga”.</i></p> <p><i>,The way I learned my first language, because of the environment and friends’.</i></p>

Participant 3	<p><i>“Saya mempelajari bahasa ibu dengan cara seringnya mendengarkan ibu saya berbicara menggunakan bahasanya, dari situ saya mengerti bahasa ibu saya”.</i></p> <p><i>‘I learned my mother tongue by listening to my mother speak her language’</i></p>
Participant 4	<p><i>“Saya mempelajari bahasa ibu atau bahasa daerah adalah dengan cara mendengarkan orang tua saya atau lingkungannya”.</i></p> <p><i>‘I learn my mother tongue or local language by listening to my parents or their environment’</i></p>
Participant 5	<p><i>“Saya mempelajari bahasa pertama suku bugis bone tersendiri itu mulai dari .mendengar orang tua saya berinteraksi dengan sesama keluargasaya dan juga pada dasarnya orang tua saya berinteraksi dengan saya sendiri itu menggunakan Bahasa suku Bugis Bone itu sendiri”.</i></p> <p><i>‘I learned the first language of the Bugis Bone tribe myself starting from hearing my parents interacting with my fellow family and also basically my parents interacting with myself using the language of the Bugis Bone tribe itself’</i></p>
Participant 6	<p><i>“Lebih tepatnya saya mempelajari bahasa orang tua saya secara tidak langsung, contohnya ketika dia mengajak saya berbicara orangtua saya menggunakan bahasa Makassar, jadi secara tidak langsung saya belajar dari orang tua saya Bahasa Makassar”.</i></p> <p><i>‘More precisely I learned my parents’ language indirectly, for example when he invited me to speak my parents using Makassar, so indirectly I learned from my parents Makassar’.</i></p>
Participant 8	<p><i>“Karena saya lahir dan besar di Jawa jadi saya mempelajari bahasa Jawa saya dari lingkungan sekitar saya terutama keluarga dan orang-orang disekitar saya”.</i></p> <p><i>‘I was born and raised in Java, so I learned my Javanese language from the environment around me, especially my family and people around me’.</i></p>
Participant 9	<p><i>“Saya pikir saya mempelajarinya itu secara alami dikarenakan orang-orang disekitar saya biasa, semua menggunakan bahasa yang sama yaitu bahasa daerahnya. Jadi itu terjadi secara alami dan anak-anak juga spontan meniru bahasa tersebut untuk berkomunikasi. Saya rasa seperti itu”</i></p> <p><i>,I think I learned it naturally because the people around me are used to it, all using the same language, which is the local language. So it happens naturally and children also spontaneously imitate the language to communicate’</i></p>

As seen from the experts above, each participant has similar answer about how they acquire the first language. Participant 3, 4, 5, and 6 mentioned that they acquired the language from their parents. While the participant 1, 2, 8 and 9 mentioned the environment have a role of their language acquisition. Furthermore the participant 6 and 9 also stated that they learnt their first language naturally.

The role of mother tongue

In Indonesia, most people are bilingual even though both of their parents are Indonesian. This happens because children are not only exposed and taught one language from a young age. Many of them are exposed to at least two languages, which are Indonesian and their local language – which is different depending on which area of Indonesia they were born or grew up. The mother tongue tends to be identified as vernacular or local language. This comes as a result of ethnic diversity. The vernacular language has become more attached to Indonesian daily life.

Table 3. The role of mother tongue

Participant 1	<p><i>“Peran bahasa pertama dalam kehidupan sehari-hari saya adalah sebagai alat komunikasi atau berdialog sesama warga Selayar”.</i></p> <p><i>‘The role of the first language in my daily life is as a means of communication or dialogue among Selayar residents’</i></p>
Participant 2	<p><i>“Peran bahasa pertama itu, karena dulu sekolahku agak jauh masuk kedalam lorong. Makanya orang- orang kayak kental bahasa Luwunya. Jadi kurang mengerti bahasa Indonesianya, makanya Bahasa Luwu ji membantu dalam obrolan sehari-hari”.</i></p> <p><i>‘The role of the first language was because my school was a little further down the hallway. therefore people are so proficient in Luwu language that they don’t understand Indonesian, so Luwu language helps in everyday language’</i></p>
Participant 3	<p><i>“Saya menggunakan pada saat di rumah, seperti melaksanakan aktifitas sehari hari dengan keluarga”</i></p> <p><i>‘I use it at home, such as carrying out daily activities with family’</i></p>
Participant 4	<p><i>“Saya menggunakan bahasa ibu pada saat saya berkomunikasi bersama orang yang tahu bahasa bugis, atau pada saat saya merasa senang maupun marah”</i></p> <p><i>‘I use my native language when I communicate with people who know the Bugis language, or when I feel happy or angry’.</i></p>
Participant 5	<p><i>“Peran bahasa pertama dalam kehidupan sehari-hari saya, ini sangat berperan misal sebagai alat komunikasi dimana alat komunikasi ini menurut saya sangat memegang peranan penting dalam berinteraksi dan berbicara mengenai apa saja di dalam lingkup masyarakat ataupun keluarga saya sendiri”.</i></p> <p><i>‘The role of the first language in my daily life is very important, for example as a means of communication in interacting and talking about anything within the scope of society or my own family’.</i></p>
Participant 6	<p><i>“Peran bahasa dalam kehidupan sehari-hari yaitu saya dapat memahami bahasa yang diucapkan oleh keluarga- keluarga saya, kalau untuk bahasa Makassar sendiri atau bahasa keluarga saya saya hanya memakainya di rumah atau ketika bercakap- cakap dengan keluarga saya, karena ketika saya di Kalimantan, teman- teman saya jelas bukan orang Makassar, jadi saya menggunakan bahasa Indonesia, ketika bersama mereka tapi jika</i></p>

	<p><i>saya balik ke keluarga saya menggunakan Bahasa Makassar kembali”.</i></p> <p><i>‘The role of language in everyday life is that I can understand the language spoken by my families, if for Makassar itself or my family language, I only use it at home or when conversing with my family. when I was in Kalimantan, my friends were obviously not Makassarese, so I used Indonesian, but if I go back to my family I use Makassar again’</i></p>
Participant 7	<p><i>“Peran bahasa dalam kehidupan sehari-hari saya yaitu untuk memudahkan komunikasi antara yang satu dengan yang lainnya”.</i></p> <p><i>‘The role of language in my daily life is to facilitate communication between one another’</i></p>
Participant 8	<p><i>“Dalam kehidupan sehari hari? Saya menggunakan bahasa jawa itu dalam kehidupan sehari hari saat menelfon orang tua atau bertemu dengan teman-teman saya yang bisa mengerti Bahasa jawa”.</i></p> <p><i>‘In everyday life? I use Javanese in my daily life when I call my parents or meet my friends who can understand Javanese’</i></p>
Participant 9	<p><i>“Karena saya tinggal di kabupaten dan jauh dari ibu kota. Jadi di daerah saya itu mempunyai nilai budaya yang masih kental jadi hampir setiap hari menggunakan bahasa minang tersebut dalam setiap atau semua aktivitasnya”.</i></p> <p><i>‘Because I live far away from the capital. My area has a strong cultural value, so almost every day I use the Minang language in any or all of its activities’.</i></p>

According to the result of interview, these participants explained that the role of their mother tongue is to communicate with family and relatives. It shows that all of them use their regional language as their mother tongue. It can facilitate them to communicate with each other in their daily life. These interview results are related to the questionnaire result also, it is evident that the most students in bilingual use their regional language when they are at home or in their hometown.

The mother tongue also can influence their identity. Arola (2017) state Mother tongue has an important impact on our identity. It helps us develop ourselves and influences our understanding of ourselves later in life. Mother tongue is our first language and we can hear it and follow it already before we are born, when we are still in the womb. As explained before that Indonesian has many ethnics with the diversity of its accent. Therefore, most of the participants stated that the mother tongue can influence their second language. Although they use Indonesian as their second language but the listener still recognize their ethnic only by listening their accent. It can be seen for the following statements from the participants below:

Table 4. Mother tongue can influence the identity

Participant 1	<p><i>“Karna bahasa Ibu saya adalah bahasa selayar dan bahasa Selayar memilki ciri khas tersendiri, yaitu jika berada dilingkungan Luar, jika orang lain berbicara bahasa Indonesia secara full atau utuh maka ketika mereka mendengar saya berbicara bahasa selayar, mereka menganggap bahasa selayar sebagai bahasa yang kasar sehingga ini mempengaruhi identitas saya”.</i></p>
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	<i>'Because my mother tongue is Selayar language and Selayar language has its own characteristics. If I am in an environment of Indonesian speakers, then they consider Selayar language to be abusive so this affects my identity'</i>
Participant 2	<p><i>"Kalau Bahasa dari Ibu saya sebenarnya bahasa Bugis ibu, kalau bahasa bugis sebenarnya saya kurang lancar Ibu, saya mengerti pengucapannya tapi kurang lancar, jadi kaku kaku ibu. Kecualikalau saya berbicara sama bapak mamak dan nenek saya Ibu. Kalau saya gunakan Bahasa Luwu teman-teman saya lebih tertarik Ibu".</i></p> <p><i>,My mother's language is actually Bugis, but not fluent. I understood the pronunciation but it was a little stiff, unless I was talking to my father and grandmother. If I use Luwu Language, my friends are more interested'</i></p>
Participant 3	<p><i>"Iya, ketika saya refleks mengucapkan bahasa ibu dihadapan teman teman saya, ternyata diditulah mereka baru mengetahui kalau saya orang jawa, karena sebelumnya saya tidak pernah berbahasa jawa jadi mereka tidak tahu saya orang jawa, nah ketika saya refleks berbahasa jawa, teman teman saya pun tahu kalau saya itu orang Jawa".</i></p> <p><i>'Yes, when I reflexively said my mother tongue in front of my friend's friend, it turned out that they just found out that I was Javanese, because before I never spoke Javanese so they didn't know I was Javanese, now when I reflexively spoke Javanese, my friend's friend also knew that I was Javanese'</i></p>
Participant 4	<p><i>"Mereka langsung mengetahui aku berasal dari mana ketika aku berbicara dan tiba tiba berlogat atau refleks mengeluarkan Bahasa saya sendiri".</i></p> <p><i>'They knew right away where I was coming from when I spoke and suddenly accented or reflexively uttered my own language'</i></p>
Participant 5	<p><i>"Jadi bahasa pertama saya sangat mempengaruhi identitas saya berasal darimana, karena dari pengalaman saya itu, awal masuk kuliah pas pertama saya melontarkan bahasa suku bugis bone teman- teman langsung belum perkenalan dan teman- teman langsung bilang, "dari Bone?" gitu..karena mungkin dari logat suku bugis bone ini sangat kental dan bisa dibilang suku bugis boine ini terkenal dengan lembutnya, begitu bu..jadi dengan bahasa pertama saya yang saya gunakan untuk berbicara didepan teman- teman saya khususnya ditempat kuliah yang terdapat berbagai macam suku jadi Bahasa suku bugis, jika saya".</i></p> <p><i>'so my first language greatly influenced where my identity came from, because from my experience, at the beginning of entering college when I first threw the language of the Bugis Bone tribe my friends immediately did not introduce and friends immediately said, "from Bone?" Maybe from the accent of the Bone Bugis tribe is very thick and you could say the Bugis Boine tribe is famous for its gentleness, So the Bugis language that I use to speak in front of my friends, especially in college places where there are various tribes.'</i></p>
Participant 6	<p><i>"Iya, Bu dikarenakan logat yang berbeda dari teman-teman saya, jadi kalau di Kalimantan itu ketika saya berbahasa Indonesia teman – teman saya langsung tahu walaupun dia nda kenal saya bagaimana, tapi dia tahu kalo saya orang Makassar karena Bahasa saya".</i></p>

	<i>'Yes, ma'am. Because of the different accent from my friends. When I was in Borneo, my friends immediately knew even though he didn't know me, that I was Makassarese because of my accent'</i>
Participant 7	<i>"Yang berpengaruh mungkin dari cara bicaranya atau logatnya itu yang kental makanya jika kita berkomunikasi dengan orang lain, terus orang tersebut bisa mengetahui bahwa kita berasal dari orang bugis atau berasal dari suku Bugis". 'The influence may be from the way he speaks or his accent is thick so if we communicate with others, then the person can know that we come from the Bugis people or come from the Bugis tribe'</i>
Participant 8	<i>"Saat pertama kali pindah di lingkungan ini saya memang masih berlogat jawa jadi teman-teman saya memang langsung mengenali saya orang jawa karna logat saya". 'When I first moved to this city, I still had a Javanese accent, so my friends immediately recognized me as Javanese because of my accent'</i>
Participant 9	<i>"Iya berpengaruh. Mungkin dari cara bicaranya atau logatnya itu yang kental makanya jika kita berkomunikasi dengan orang lain, orang tersebut bisa mengetahui bahwa kita berasal dari orang bugis atau berasal dari suku bugis". 'Yes, it has an effect. Maybe from the way he speaks or his accent is thick so if we communicate with others, the person can know that we come from the Bugis people or come from the Bugis tribe'</i>

Discussions

The author works on a mini research project in groups with a topic that has been determined in a book entitled "Foundations of Bilingual Education and Bilingualism" in which there is Chapter 3 Languages Society related to our title. The implementation of this mini research project was divided into 2 stages. At the first meeting, each stage presented the technical procedures for carrying out the mini research. All the details about the implementation of the mini-research are presented at this stage such as research objectives, briefly explaining what bilingualism is and what they will do.

The first stage is giving a questionnaire. The questionnaire in this study used the Language Background Scale. The language background scale or functional bilingualism is a self-assessment scale. They seek to measure actual use of two languages as opposed to proficiency. An example for today's school children is presented (adapted from Baker, 1992): And results from the questionnaire show that the majority of students use their mother tongue when speaking to their fathers (24%), mothers (21%), grandparents (20%) and older siblings/younger brother (16%). Neighbors (8%), other relatives (8%) who have the same percentages and friends outside campus (3%). This shows that they mostly use their local language at home or in their hometown because it is the language they first acquire from their family and surroundings. One type of bilingualism is additive bilingualism, which the mother tongue is used and the mother tongue is added (Garcia in Coulmas: 2007). Meanwhile, other data shows that students have never used local languages (0%) to lecturers, friends in class, and playgrounds. Therefore, it can be concluded that students often use Indonesian as a second language when speaking with friends and lecturers.

In the second stage students are interviewed regarding their language tendencies in everyday life. In this case, parents and the environment have an important role in acquiring the

language that children acquire. Mothers, fathers, grandparents and the people around them can be models or role models in language learning. The mother tongue tends to be identified as vernacular or local language. And the results of the interviews show that these participants explained the role of their mother tongue is to communicate with family and relatives. This shows that they all use the local language as their mother tongue. This can make it easier for them to communicate with each other in everyday life. The results of this interview are also related to the results of the questionnaire, it is evident that the majority of bilingual students use their local language when they are at home or in their hometown. Ali (1995) states that mother tongue is a language that is obtained through social interaction involving the speaker's family and the surrounding environment. Mother tongue can also affect their identity. As previously explained, Indonesia has many tribes with a variety of accents. Therefore, most of the participants stated that their mother tongue can influence their second language. Even though they use Indonesian as their second language, listeners still recognize their ethnicity just by hearing their accent.

Conclusion

This study concludes that the most students used mother tongue when they talk to Father (24%), Mother (21%), Grandparents (20%) and Brother/Sister (16%). It shows that they mostly used their regional language at home or in the hometown because it was the language that they were acquired first from the family. The following percentages are Neighbors (8%) and other relatives (8%) who have the same percentages and friend. They use mother tongue/regional language (3%) to the friends outside campus, while other data shows that students never used the regional language (0%) to the Lecturers, Friends in the classroom and playground. Therefore, it can be concluded that the students frequently used Indonesian as the second language when they talk to the friends and lecturers. According to the result of interview, these participants explained that the role of their mother tongue is to communicate with family and relatives. It shows that all of them use their regional language as their mother tongue. It can facilitate them to communicate with each other in their daily life. These interview results are related to the questionnaire result also, it is evident that the most students in bilingual use their regional language when they are at home or in their hometown.

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