

**PRE-SERVICE TEACHERS ATTITUDE TOWARDS
LOCAL LANGUAGES IN ENGLISH TEACHING**

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adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Mei 2026

Saya yang membuat pernyataan:



Muzzammil

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ABSTRACT

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This study investigates pre-service English teachers' attitudes toward the use of local languages in English teaching and their perceptions of how local languages support students' English learning. Conducted at UIN Ar-Raniry Banda Aceh, the study employed a qualitative descriptive design with semi-structured interviews involving nine pre-service teachers who had completed their teaching practicum (PPL). The findings revealed that participants experienced persistent pedagogical ambivalence, navigating tension between the English-only ideal instilled by campus training and the pragmatic necessity of using Indonesian and Acehese in real classrooms. Most participants redefined professionalism from language choice to student understanding, though concerns about student dependency persisted. All participants unanimously agreed that local languages serve as effective scaffolding tools for comprehension and instruction-giving. The study concludes that pre-service teachers hold complex, context-dependent attitudes shaped by the interplay of campus ideals and classroom realities, and recommends integrating translanguaging training into teacher education curricula.

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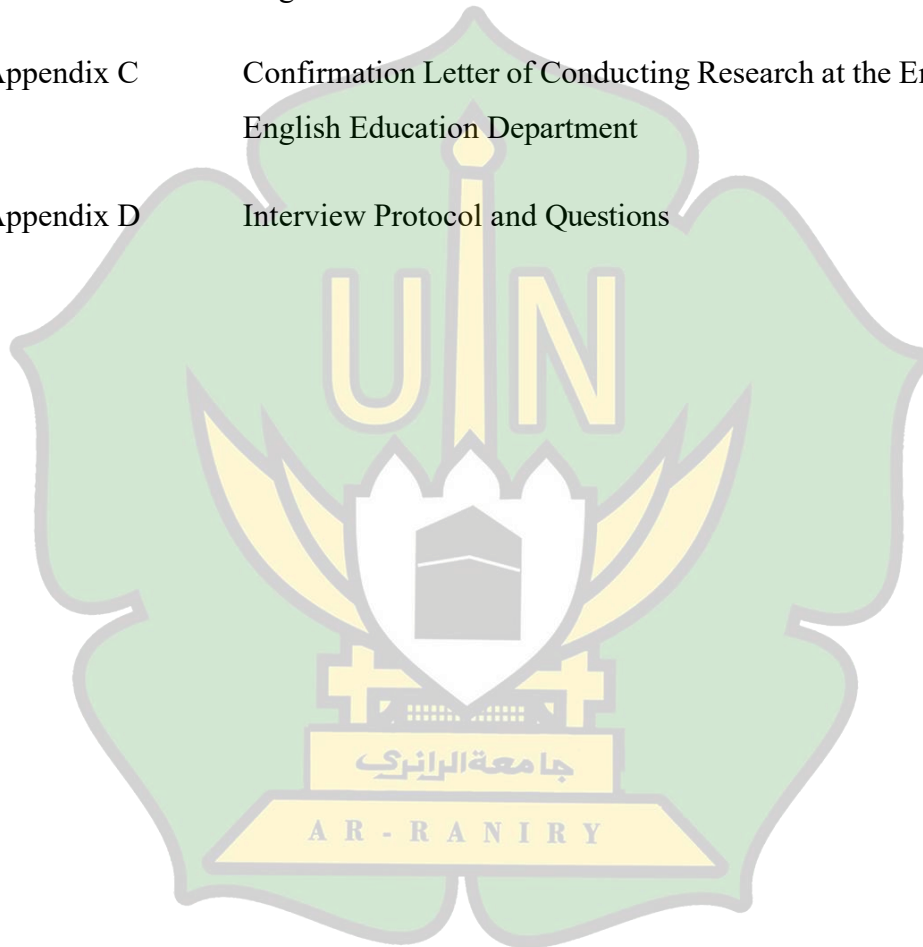
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CHAPTER I

INTRODUCTION

This chapter thoroughly explains five key aspects that are essential for understanding the context of this research. These aspects include the background of the study, the research questions, the aim of the study, the significance of the study, and the terminologies.

A. Background of the Study

Language has always been at the centre of debates in English as a Foreign Language (EFL) teaching, especially in multilingual contexts such as Indonesia, where more than 700 local languages coexist with Bahasa Indonesia as the national language. The presence of local languages in the classroom is unavoidable, as they serve as students' first language (L1) and remain deeply embedded in their everyday communication. The issue of whether or not teachers should allow the use of local languages in English classrooms has been widely discussed. Some scholars argue that maximizing English exposure is essential to develop students' proficiency. However, others maintain that the strategic use of local languages can facilitate comprehension, build confidence, and reduce students' anxiety when learning a foreign language (Hall & Cook, 2012). While the curriculum in Indonesia tends to emphasize English-only instruction, the reality of EFL classrooms shows that both teachers and students frequently rely on their local languages to clarify meaning, explain difficult concepts, or build rapport. Zacharias (2004), in a survey of tertiary English teachers in Indonesia, found that teachers held positive beliefs about the

judicious use of the mother tongue, particularly for explaining difficult concepts and reducing student anxiety.

In the specific context of Banda Aceh and Aceh Besar, *Bahasa Aceh* and *Bahasa Indonesia* remain the dominant medium of daily communication among students, both inside and outside the classroom environment. This creates a naturally multilingual ecosystem where the English teachers need to be more discerning in how they regulate the use of English alongside all other languages in their students' linguistic repertoire. The strict enforcement of an English-only policy may inadvertently silence students' linguistic identities and limit their willingness to participate. The implementation of such language policies in multilingual contexts, such as Aceh, is very closely related to whether the English teachers have experienced the pedagogical shift from the monolingual English teaching to multilingual oriented one. The changed perspectives may be visible in the teachers' attitudes towards the use of local languages in their English classroom.

Teachers' attitudes toward local language use are crucial, as they directly influence classroom practices and language policies at the micro level. Attitude is understood as a combination of beliefs, feelings, and behavioral tendencies toward an object or practice (Garrett, 2010). In teacher education, pre-service teachers' attitudes are particularly important because they reflect not only current practices but also potential future approaches in their professional careers. Borg (2003), in his seminal review of language teacher cognition, emphasizes that understanding what teachers think, know, and believe is fundamental to improving teacher education programs. Pre-service teachers' perceptions of the role of local languages

in English teaching determine whether they will adopt monolingual approaches, which emphasize maximum use of English, or bilingual approaches, which acknowledge the pedagogical functions of local language use. For pre-service teachers, the tension between the theoretical expectation of maximizing English input often reinforced during university coursework and the practical, human need to use local languages for pedagogical and affective support during their teaching practicum creates a unique dilemma that warrants closer investigation. This consideration underlines the motivation to conduct this study in the context of pre-service English teachers at UIN Ar-Raniry, Banda Aceh

Research in various contexts has highlighted this tension. In the Indonesian context, Putrawan et al. (2022) surveyed 270 pre-service EFL teachers across Sumatra, Java, Sulawesi, and Kalimantan and found that the majority preferred multilingualism and translanguaging over strict language separation in EFL classrooms. Restiana et al. (2025) analyzed translanguaging practices among Indonesian pre-service teachers during teaching internships and found that they fluidly integrated multiple linguistic resources to serve four pedagogical purposes: clarifying academic content, organizing classroom activities, scaffolding language acquisition, and fostering student participation and confidence. Furthermore, Christina and Setyarini (2025) investigated Javanese use among English teachers at a private university in Central Java and found that teachers held positive attitudes toward using Javanese to get students' attention, build rapport, and express culturally specific meanings. Munandar (2025) further examined Indonesian high school EFL teachers' practices and found that they regularly used home languages

as a springboard to mediate between first and target languages, demonstrating agency in navigating local aspirations and the realities of multilingual classrooms.

Internationally, in Turkey, Sali (2014) analyzed teachers' use of L1 in EFL classrooms and found that L1 was employed for specific pedagogical functions, including giving instructions, providing feedback, and building rapport. In Vietnam, Cong-Lem (2025) examined translanguaging practices among EFL educators and found that strategic L1 use served multiple pedagogical functions, including checking comprehension, emphasizing key content, and reducing students' English-speaking anxiety. These findings demonstrate that pre-service teachers' attitudes are complex and shaped by their educational background, institutional policy, and sociolinguistic environment.

Given the linguistic diversity of Indonesia, the specific multilingual dynamics of Aceh, and the importance of English as a global language, investigating pre-service teachers' attitudes toward local languages in English teaching is highly relevant. Such research provides insights into how pre-service teachers position themselves in the ongoing debate between English-only and bilingual approaches. More importantly, it informs teacher education programs at institutions like UIN Ar-Raniry on how to better prepare pre-service teachers to navigate the complex multilingual realities they will inevitably face in their future classrooms. Therefore, this study aims to explore pre-service English teachers' attitudes toward the use of local languages in English teaching within the Indonesian EFL context, with a specific focus on pre-service teachers at UIN Ar-Raniry Banda Aceh.

B. Research questions

Based on the research problem, there are two research questions formulated in this study:

What are the attitudes of pre-service English teachers toward the use of local languages in English teaching?

How do pre-service English teachers perceive the role of local languages in English Teaching?

C. Aims of the study

Based on the research questions, the aims of this research are as follows:

This study aims to investigate the attitudes of pre-service English teachers at UIN Ar-Raniry Banda Aceh toward the use of local languages in English teaching.

This study attempts to examine how pre-service teachers perceive the pedagogical role of local languages English teaching.

D. Significance of the Study

This research is expected to provide both theoretical contributions to the academic field of English language education and practical benefits for various stakeholders involved in pre-service teacher preparation. The significance of this study is outlined as follows:

1. Theoretical Significance

This study contributes to the growing body of literature on language teacher cognition, specifically within the under-researched area of pre-service teachers'

attitudes toward local language use in multilingual EFL contexts. By employing the tripartite model of attitude (Garrett, 2010) and the framework of translanguaging as pedagogy (García & Wei, 2014), this research offers empirical evidence from the unique sociolinguistic setting of Aceh, Indonesia. The findings are expected to enrich theoretical discussions regarding the tension between English-only ideology and the reality of multilingual classroom practices, particularly during the formative Teaching Practicum (PPL) phase. Furthermore, this study addresses a notable gap in the literature by focusing on pre-service teachers rather than experienced in-service teachers, thereby contributing to a more nuanced understanding of how teacher attitudes are shaped before full professional induction.

2. Practical Significance

The findings of this study are expected to yield practical benefits for the education stakeholders, including pre-service English teachers, teacher educators and institutions, and future researchers.

For pre-service English teachers, this research provides a reflective mirror for teacher candidates at UIN Ar-Raniry and beyond. By participating in this study or reading its findings, pre-service teachers may become more meta-cognitively aware of their own language choices in the classroom. It encourages them to move beyond unconscious code-switching toward intentional, strategic translanguaging that maximizes student comprehension without compromising English exposure.

In terms of the significance for teacher educators and institutions, the findings offer valuable feedback for English teacher education programs, both at UIN Ar-Raniry and other institutions in multilingual regions of Indonesia. The

study reveals high levels of guilt or anxiety among pre-service teachers regarding local language use, this signals a need for teacher education institutions to revisit the curriculum of Microteaching and TEFL Methodology courses. The programs may consider integrating explicit instruction on translanguaging pedagogy, helping pre-seervice teachers distinguish between the facilitative use of local languages and excessive reliance.

Finally, for future researchers, this study serves as a foundational reference for scholars interested in conducting further investigations into multilingual education in Aceh or similar Indonesian contexts. The research instruments developed may be adapted and validated for use in larger-scale qualitative studies or comparative research across different provinces in Indonesia.

E. Terminologies

To ensure clarity and avoid ambiguity in the interpretation of this study, the following key terms are defined operationally as they are used within the context of this research:

1. Attitude

The first term, Attitude, is operationally defined as a psychological tendency expressed through the evaluation of a particular entity in this case, the use of local languages in English teaching with some degree of favor or disfavor (Garrett, 2010). Following the tripartite model widely adopted in language attitude research, attitude is understood to comprise three interrelated components: cognitive (beliefs and thoughts about local language use), affective (feelings and emotional responses toward the practice), and behavioral (reported actions or intentions regarding local

language use in the classroom). Recent research in EFL pre-service teacher cognition confirms that attitudes serve as crucial mediators between teachers' perceptions of classroom realities and their enduring pedagogical beliefs (Zhou & Liu, 2026). This tripartite conceptualization allows for a nuanced analysis that moves beyond simplistic positive-negative binaries.

2. Pre-Service Teacher

The term pre-service teacher refers to an individual enrolled in a formal teacher education program at a tertiary institution who is undergoing professional preparation to become a qualified educator but has not yet assumed full-time, independent teaching responsibilities. In the context of this study, pre-service English teachers specifically refer to undergraduate students of the Department of English Language Education at UIN Ar-Raniry Banda Aceh who are currently undertaking or have recently completed their Teaching Practicum (PPL). Research on pre-service teacher cognition emphasizes that this formative stage is critical for shaping professional identity, as these teacher candidates are actively negotiating the tension between theoretical coursework and authentic classroom realities (Harahap & Fithriani, 2024). Their attitudes during this transitional phase are particularly significant as they forecast future pedagogical practices (Borg, 2006).

3. Local Language

In this study, local language is operationally defined as the indigenous vernacular spoken as a mother tongue or community language within a specific geographical region of Indonesia. Specifically, within the context of Banda Aceh and Aceh Besar the primary sites of the Teaching Practicum (PPL) for participants

in this study the local language refers predominantly to Indonesian language and Bahasa Aceh (Acehnese). This operationalization aligns with recent research in Indonesian multilingual contexts, which defines local languages as regionally bound vernaculars that serve as students' first language (L1) and remain deeply embedded in their everyday communication, distinct from both the national language (Bahasa Indonesia) and the target foreign language (English).



CHAPTER II

LITERATURE REVIEW

This chapter presents a critical review of the theoretical and empirical literature underpinning the present study on pre-service teachers' attitudes toward the use of local languages in English teaching. The review is organized to build a coherent argument: beginning with the broader sociolinguistic context of multilingualism in English education, it progressively narrows toward the specific pedagogical and attitudinal concerns that define this study. The chapter is structured into six main sections. The first section discusses multilingualism and English education, with particular attention to the role of local languages in EFL contexts. The second section examines the concept of pre-service teachers, focusing on how professional beliefs and attitudes are formed during teacher education. The third section explores language attitudes in English teaching, tracing how the construct of attitude is theorized and how it manifests in EFL classroom contexts. The fourth section traces the evolution of language teaching approaches, from monolingual through bilingual to translanguaging perspectives. The fifth section reviews previous empirical studies conducted in national and international contexts, from which the research gap motivating this study is identified. The sixth section presents the theoretical framework grounded in Language Attitude Theory (Garrett, 2010) and Translanguaging Theory (García, 2009; García & Wei, 2014) that guides the analysis and interpretation of findings in this study.

A. Multilingualism and English Language Education

1. Multilingualism in EFL Contexts

Indonesia stands as one of the most linguistically diverse nations in the world, with more than 700 regional languages actively spoken across its archipelago alongside Bahasa Indonesia as the national language and English as the primary foreign language in formal education (Zein, 2020). This extraordinary linguistic diversity means that Indonesian EFL classrooms are inherently multilingual spaces environments where teachers and students routinely draw on more than one language as part of their everyday communication and meaning-making. Sutrisno (2023), in a systematic review of translanguaging practices in Indonesian EFL classrooms, highlights that this multilingual reality has profound implications for how English is taught and learned, as students do not arrive as blank linguistic slates but as active users of at least one local or regional language, Bahasa Indonesia, and varying degrees of English proficiency. Understanding this reality is not merely a demographic observation; it is a pedagogical imperative.

Despite this multilingual reality, Indonesia's formal education system has historically promoted a predominantly monolingual approach to English teaching, positioning English as a standalone subject to be learned in isolation from students' existing linguistic resources (Liando et al., 2023). This institutional orientation places teachers in a difficult position: they are expected to teach in English, yet their students' comprehension often depends on the strategic use of familiar languages. Johnson and Golombek (2020) argue that navigating this tension requires teachers to develop sophisticated professional judgment the capacity to read their

classrooms, respond to students' linguistic needs, and make principled decisions about language use in real time. For pre-service teachers, who are still developing this judgment during their teaching practicum, the tension between institutional expectations and classroom realities can be particularly acute. It is within this complex sociolinguistic and pedagogical landscape that the present study situates its inquiry into pre-service teachers' attitudes toward the use of local languages in English teaching.

2. Local Languages in English Teaching

The question of whether and how local languages should be used in EFL classrooms has long generated debate among language educators and researchers. For much of the twentieth century, the dominant ideology in English language teaching promoted the exclusive use of the target language, based on the belief that authentic language acquisition requires full immersion in English and that any use of the mother tongue constitutes a departure from effective practice (Liando et al., 2023). This monolingual ideology shaped teacher training programs across EFL contexts, including Indonesia, where proficiency in English became closely associated with the ability to teach exclusively in that language. As a result, many teachers including pre-service teachers internalized an English-only ideal that persists in their professional beliefs even when classroom realities demand a more flexible approach.

However, empirical research conducted in Indonesian EFL contexts has increasingly challenged this monolingual orthodoxy by demonstrating that the

strategic use of local languages can significantly support students' comprehension and engagement. Khairunnisa and Lukmana (2020), in a survey of 50 primary school EFL teachers in Indonesia, found that the majority held positive attitudes toward the use of Bahasa Indonesia and local languages in English teaching, recognizing these languages as pedagogically beneficial rather than problematic. Their findings suggest that teachers who are most familiar with their students' linguistic backgrounds are also most likely to see local language use as a form of professional responsiveness rather than a failure of English-only discipline. Similarly, Raja et al. (2022) investigated four EFL teachers' attitudes and practices in Indonesian schools and found that all participants used local languages in specific instructional situations particularly when explaining grammar, managing classroom behavior, and building rapport despite holding varying personal feelings about whether such use was appropriate. These findings reveal a recurring pattern in Indonesian EFL classrooms: a tension between teachers' ideological commitment to English-only instruction and their pragmatic recognition that local languages serve essential communicative and pedagogical functions.

This tension is not unique to individual teachers but reflects a broader structural challenge in Indonesian English education. Witari and Sukanto (2023), examining four EFL teachers from different geographical regions in Indonesia, found that many educators practiced what could be described as translanguaging the fluid use of multiple languages for meaning-making without formally recognizing it as such, having never been introduced to the concept during their teacher training. More recently, Supriadin et al. (2025), in a study of EFL teachers

in Indonesian high schools, found that educators who used a blend of English, Bahasa Indonesia, and regional languages reported that doing so enhanced lesson accessibility and promoted active student participation, particularly among learners with limited English proficiency. Similarly, Aba Sha'ar and Rofiah (2024), examining fifty Indonesian EFL lecturers at the tertiary level, found that the majority held optimal to virtual attitudes toward translanguaging, viewing it as a tool that scaffolds understanding, supports student confidence, and promotes a more equitable and culturally familiar classroom atmosphere.

Taken together, these studies suggest that the question is no longer simply whether local languages belong in the EFL classroom, but rather how teachers develop the awareness, confidence, and professional agency to use them strategically and intentionally. This shift from reactive to reflective multilingual practice is particularly relevant for pre-service teachers, whose attitudes toward local language use are still being formed and whose early professional experiences including their teaching practicum play a decisive role in shaping the kind of teachers they will become.

B. Pre-Service Teachers in English Language Education

A pre-service teacher refers to an individual who is enrolled in a formal teacher education program at a university and is in the process of developing the professional knowledge, skills, and pedagogical dispositions necessary to become a qualified educator, but has not yet assumed full and independent teaching responsibilities (Flores, 2016). This stage of professional development is widely recognized as foundational, as it is during this period that pre-service teachers begin

constructing their professional identities, forming initial beliefs about language teaching and learning, and developing their first sustained understanding of what it means to be an effective language educator in a real classroom context (Johnson & Golombek, 2020). Unlike in-service teachers, who refine their practice through years of accumulated classroom experience, pre-service teachers occupy a distinctive position: they are simultaneously navigating two demanding roles learning the subject matter (in this case, English as a foreign language) and learning how to teach that subject matter to others in ways that are responsive, principled, and contextually appropriate.

In the Indonesian EFL context, this dual challenge is substantially compounded by the sociolinguistic complexity that characterizes most Indonesian schools. Pre-service English teachers are preparing to work in classrooms where students routinely draw on more than one language as part of their everyday communication, and where English is rarely the dominant language of the school community or the surrounding environment. Harahap and Fithriani (2024) note that Indonesian EFL pre-service teachers frequently find themselves caught between the English-only ideals promoted during their university coursework and the linguistic realities they encounter during their teaching practicum realities in which students' comprehension often depends on the use of familiar languages.

This tension is particularly salient in multilingual regions such as Aceh, where the linguistic landscape of the English classroom is shaped not only by English and Bahasa Indonesia, but also by local languages such as Bahasa Aceh, Gayo, Jamee, and others. Muthalib et al. (2024), in a classroom observation study

of an EFL teacher in South Aceh, found that the teacher regularly drew on Acehnese, Jamee, and Kluet alongside Bahasa Indonesia and English during instruction, and that students responded positively to this multilingual approach demonstrating that local language use is not an exception but a pedagogical reality in Acehnese EFL classrooms. For pre-service teachers entering this context, developing a principled stance toward local language use is therefore not a peripheral concern but a core professional challenge that directly shapes the quality and inclusivity of their teaching.

1. Teacher Cognition and Belief Formation

Understanding why pre-service teachers hold particular attitudes toward local language use requires engagement with the concept of teacher cognition. Borg (2003) defines teacher cognition as “the unobservable cognitive dimension of teaching what teachers know, believe, and think.” This framework is foundational to understanding how teachers especially those at the pre-service stage form, maintain, and sometimes resist changing their beliefs about pedagogical practices such as language choice in the classroom. According to Borg (2006), teacher cognition is not formed in a vacuum; it develops through the interplay of three key sources: prior language learning experiences, formal academic training, and the concrete teaching experiences encountered during practicum. This means that a pre-service teacher who was taught English through strict English-only methods during their own schooling may arrive in a teacher education program already holding deeply embedded beliefs about the inappropriateness of local language use in EFL instruction beliefs that coursework alone may be insufficient to dislodge.

The relationship between pre-service teachers' cognitions and their actual classroom behavior has been the subject of increasing scholarly attention in recent years. Zhou and Liu (2026) argue that attitudes function as critical mediators between teachers' perceptions of classroom realities and their underlying pedagogical beliefs, suggesting that how a pre-service teacher feels about a particular practice not just what they intellectually believe about it plays a decisive role in determining whether that practice is adopted, adapted, or avoided. This is particularly significant for the study of attitudes toward local language use, since pre-service teachers may simultaneously hold a cognitive belief that local languages can support English learning and an affective discomfort about using them, stemming from a professional identity closely tied to English-only norms.

In the Indonesian EFL context specifically, research consistently confirms that pre-service teachers' beliefs about language use are shaped as much by institutional culture and social expectations as by formal pedagogical training. Permana and Rohmah (2024), in a systematic review of translanguaging policy and practice in Indonesia, found that many Indonesian teachers including those at the beginning of their careers have been trained in English-only environments and therefore lack the theoretical frameworks and institutional support needed to implement multilingual approaches with confidence. This finding is corroborated by Sutrisno (2023), who notes that Indonesian EFL teachers across multiple education levels frequently practice code-mixing and language alternation without recognizing these practices as pedagogically legitimate, having never encountered them as explicit subjects of study during their teacher education. For pre-service

teachers, this gap between intuitive practice and theoretical awareness represents a significant challenge: they may instinctively draw on local languages when students struggle, yet feel professionally uncertain or even guilty about doing so, precisely because their training has framed such use as a departure from good teaching rather than an expression of it.

C. Language Attitudes in English Teaching

Attitude, as a construct in social and applied linguistics, refers to a learned evaluative orientation toward an object, idea, person, or practice an orientation that involves not merely what one thinks, but also what one feels and how one is disposed to act (Garrett, 2010). In the context of language education, attitudes toward a particular language or language practice are recognized as among the most powerful determinants of teachers' classroom behavior, often shaping instructional decisions in ways that formal training alone cannot fully predict or redirect (Zhou & Liu, 2026). Understanding the attitudinal dimensions of language teaching is therefore essential for any study that seeks to explain not just what teachers do, but why.

The most widely applied framework for analyzing language attitudes in educational contexts is the tripartite model, which conceptualizes attitude as comprising three interrelated components: cognitive, affective, and behavioral (Garrett, 2010). The cognitive component refers to the beliefs and evaluative judgments a teacher holds about a language or practice for example, a belief that using local languages in an EFL classroom supports student comprehension. The affective component refers to the emotional responses associated with those beliefs

feelings of comfort, pride, guilt, or anxiety that arise when a teacher uses or considers using a local language during instruction. The behavioral component refers to the observable actions or behavioral intentions that result from the interplay of cognitive and affective elements in this case, whether the teacher actually uses, avoids, or strategically deploys local languages in the classroom. Hernandez Salinas (2024) affirms that these three components do not operate in isolation; they interact dynamically, meaning that a change in one component such as a new theoretical understanding of translanguageing can trigger a reorganization of the others, shifting both how a teacher feels about local language use and what they actually do in response.

1. Language Attitudes in EFL Contexts

In EFL contexts, language attitudes are rarely neutral. They are shaped by institutional policies, professional training, social norms, and the broader ideological landscape within which teaching takes place. In Indonesia specifically, the dominant institutional orientation has historically privileged English as the sole medium of instruction, creating a context in which positive attitudes toward English-only teaching are often conflated with professional competence, while positive attitudes toward local language use may be perceived as a concession to pedagogical inadequacy (Permana & Rohmah, 2024). This ideological framing has profound consequences for how teachers evaluate their own practice: a teacher who uses Bahasa Indonesia or a regional language to explain a grammar point may simultaneously recognize its pedagogical utility and feel professionally

uncomfortable about having done so a manifestation of the tension between the cognitive and affective dimensions of attitude identified by Garrett (2010).

Empirical research in Indonesian EFL contexts has increasingly documented both the prevalence and the complexity of teachers' language attitudes. Khairunnisa and Lukmana (2020) found that the majority of Indonesian EFL teachers in their study held broadly positive cognitive attitudes toward the use of local languages, believing such use to be beneficial for student comprehension and classroom rapport. However, these positive cognitive attitudes did not always translate into consistent behavioral practice, as many teachers reported feeling uncertain about how much local language use was professionally appropriate or institutionally permissible. Raja et al. (2022) similarly found that all four EFL teacher participants in their study used local languages in specific instructional situations, yet expressed varied and sometimes conflicted affective responses ranging from confidence to guilt about whether such use was consistent with being a good English teacher. More recently, Aba Sha'ar and Rofiah (2024), in a mixed-methods study of fifty Indonesian EFL lecturers, found that the majority held optimal to virtual attitudes toward translanguaging acknowledging its value while simultaneously maintaining reservations about its frequency and formality reflecting the kind of attitudinal ambivalence that characterizes many teachers navigating between English-only ideals and multilingual classroom realities.

2. Pre-Service Teachers' Attitudes Toward Language Use

Among the various groups of English language educators, pre-service teachers occupy a particularly significant position in the study of language attitudes, for two interrelated reasons. First, their attitudinal structures are still in active formation, meaning that the beliefs, emotional responses, and behavioral inclinations they develop during teacher education are more malleable and more responsive to new experiences and frameworks than those of teachers who have settled into established professional routines (Borg, 2006). Second, and equally importantly, the attitudes formed during the pre-service stage tend to have long-lasting consequences shaping not only how pre-service teachers behave during their initial teaching practicum, but also establishing the professional dispositions they carry into their full teaching careers (Harahap & Fithriani, 2024).

Research specifically examining pre-service teachers' attitudes toward local language use and multilingual practice in Indonesian EFL contexts reveals a consistent pattern of ideological tension. Putrawan et al. (2022), in a large-scale survey of pre-service EFL teachers across multiple Indonesian universities, found that while participants generally acknowledged the cognitive value of multilingual approaches, many expressed affective reservations about using local languages in formal English instruction reservations shaped by their internalization of English-only norms during their own schooling and reinforced by teacher education programs that frequently emphasize target language use as the hallmark of effective teaching. Cong-Lem (2025) found a similar pattern in a Vietnamese EFL context, where pre-service teachers who reported positive cognitive attitudes toward

translanguaging often lacked the affective confidence and behavioral readiness to implement it strategically, suggesting that attitudinal endorsement alone is insufficient to produce changed practice. Jaya (2024), in a study of Indonesian pre-service teachers' perspectives on integrating local wisdom into English language courses, found that participants who were explicitly exposed to frameworks legitimizing the use of culturally and linguistically local resources demonstrated greater engagement, stronger comprehension, and more positive affective orientations toward inclusive teaching.

Taken together, these findings indicate that pre-service teachers' attitudes toward local language use cannot be understood in purely cognitive terms. They are affectively loaded, institutionally mediated, and behaviorally consequential which is precisely why they require careful, nuanced investigation. The present study responds to this need by examining all three attitudinal dimensions cognitive, affective, and behavioral among pre-service English teachers at UIN Ar-Raniry Banda Aceh, in a context where the sociolinguistic complexity of the Acehnese classroom makes the negotiation of language attitudes a particularly pressing professional challenge.

D. Teaching Approaches and Language Use

For much of the twentieth century, the dominant paradigm in English language teaching rested on a foundational premise: that effective acquisition of English required exclusive exposure to English in the classroom. This monolingual orientation, which underpinned influential methodologies from the Direct Method through to Communicative Language Teaching (CLT), was premised on the belief

that any use of the learners' first language constituted an interruption of the natural acquisition process a step backward from the immersive target language environment that was assumed to be necessary for authentic language development (Richards & Rodgers, 2014). Under this ideology, the ideal English classroom was imagined as a bounded space in which English reigned exclusively, and any recourse to local languages was treated as a sign of pedagogical deficiency on the part of both teacher and learner. In the Indonesian EFL context, this monolingual ideology has exerted a particularly strong and enduring influence. Rozi (2023), in a literature review of Indonesian EFL teachers' views on monolingual and multilingual practices, traces how the English-only paradigm became deeply embedded in Indonesian teacher education programs and curriculum design, creating a professional culture in which teaching exclusively in English was closely associated with competence, professionalism, and alignment with global language teaching standards. As Liando et al. (2023) observe, the monolingual approach consistently encounters a fundamental obstacle in Indonesian classrooms: it ignores the linguistic reality of multilingual students, who do not arrive as linguistically blank slates and whose comprehension of English is often fundamentally dependent on their ability to draw on familiar languages. Rather than facilitating acquisition, a rigid English-only policy in low-proficiency multilingual classrooms can generate learner anxiety, passive disengagement, and a widening gap between institutional expectations and actual learning outcomes (Permana & Rohmah, 2024).

In response to these well-documented limitations, a growing body of research from the 1990s onward began to argue for a more flexible, strategically bilingual model of EFL instruction one that recognized the legitimate role of learners' first language as a pedagogical resource rather than an obstacle. This shift was driven not by an abandonment of English as the primary target of instruction, but by a more nuanced understanding of how learners actually process and acquire new linguistic knowledge. Rather than treating L1 use as inherently detrimental, proponents of the bilingual approach argued that the thoughtful, purposeful deployment of local languages could serve a range of valuable pedagogical functions: facilitating comprehension of complex grammatical structures, reducing affective barriers to participation, enabling more efficient delivery of procedural instructions, and establishing the kind of interpersonal rapport between teachers and students that is foundational to effective learning (Hall & Cook, 2012). Empirical support for this position has been consistently produced in Indonesian EFL contexts. Khairunnisa and Lukmana (2020) found that teachers who used local languages strategically for specific instructional purposes rather than as a default mode of communication reported greater student comprehension and more confident classroom participation. Raja et al. (2022) similarly documented that Indonesian EFL teachers who drew on Bahasa Indonesia and regional languages for grammar explanation and classroom management found these uses not only effective but also essential for maintaining lesson continuity in classrooms where students' English proficiency was insufficient for full target language instruction. Most recently, Supriadin et al. (2025) found that EFL teachers in Indonesian high

schools who blended English with Bahasa Indonesia and local languages reported enhanced lesson accessibility, increased student engagement, and a classroom atmosphere that students described as more comfortable and psychologically safe. Critically, however, the bilingual approach does not advocate for unrestricted or indiscriminate L1 use. Its advocates are careful to distinguish between strategic bilingualism where local language use is intentional, purposeful, and tied to specific instructional objectives and reactive bilingualism, where teachers default to local languages out of habit, convenience, or a lack of confidence in English (Hall & Cook, 2012; Muthalib et al., 2024). This distinction is particularly salient for pre-service teachers, who must develop the professional judgment to identify when local language use genuinely serves their students' learning needs and when it may undermine the goal of building English proficiency.

Building upon this bilingual perspective, the most theoretically comprehensive and pedagogically transformative development in the evolution of language teaching approaches is translanguaging. Originally developed by Welsh educator Cen Williams in the 1990s and subsequently elaborated into a full theoretical framework by García (2009) and García and Wei (2014), translanguaging moves beyond the binary of monolingual versus bilingual instruction to reconceptualize the nature of multilingual competence itself. Rather than viewing multilingual speakers as possessing two or more separate, bounded language systems that can be switched between, translanguaging theory proposes that multilingual individuals possess a single, integrated linguistic repertoire from which they draw fluidly and dynamically to make meaning. In this framework, what

appears from the outside as language alternation or code-switching is, from the speaker's perspective, a unitary act of meaning-making using all available linguistic tools. From a translanguaging perspective, therefore, a pre-service teacher who moves between English, Bahasa Indonesia, and Bahasa Aceh during a lesson is not violating the norms of good English teaching rather, they are enacting a sophisticated, linguistically responsive pedagogy that draws on the full range of cognitive and communicative resources available to both teacher and student. This perspective is supported by a growing body of empirical research in the Indonesian context. Emilia and Hamied (2022) found that translanguaging practices in Indonesian tertiary EFL settings promoted more inclusive and meaning-rich classroom interactions than monolingual approaches. Liando et al. (2023) identified three distinct translanguaging strategies used by teachers in Indonesian junior high school EFL classrooms for information gathering, for conceptual clarification, and for classroom management demonstrating that the practice is not random but structured and goal-oriented. Permana and Rohmah (2024), in a systematic review of seventeen studies on translanguaging in Indonesian EFL, found consistent evidence that translanguaging enhanced comprehension outcomes and reduced language anxiety. Despite its growing empirical endorsement, translanguaging as a pedagogical framework is not without critique. Witari and Sukamto (2023) found that Indonesian EFL teachers who practiced translanguaging frequently did so without conscious theoretical awareness a finding that raises important questions about the difference between spontaneous multilingual practice and intentional translanguaging pedagogy. As Sutrisno (2023) notes, the challenge for Indonesian

EFL education is not simply to tolerate the natural occurrence of multilingual practices in classrooms, but to elevate those practices from tacit habit to deliberate, theory-informed pedagogy a transformation that requires both institutional support and systematic teacher preparation. This challenge is most acute for pre-service teachers, who are entering the profession at a moment when translanguaging is gaining theoretical legitimacy but has not yet achieved mainstream recognition in Indonesian teacher education curricula.

E. Previous Studies

In conducting this study, the researcher reviewed several previous studies related to pre-service teachers' attitudes and sensitivity toward the use of local languages in English teaching.

Here is the combined, interconnected text merged into a single long-form narrative paragraph with smooth transitions linking the international, Indonesian in-service, and Indonesian pre-service studies:

Looking at previous research reveals several significant gaps that the present study is positioned to address. In one of the most contextually comparable studies from an international EFL setting, Sali (2014) conducted a classroom observation and interview-based investigation of Turkish EFL teachers' L1 use, finding that teachers employed their first language for a range of specific instructional purposes including grammar explanation, managing student behavior, and building classroom rapport even when their stated professional ideology favored English-only instruction. Sali's study was significant for demonstrating that

the relationship between teachers' stated attitudes and their actual classroom behavior is not straightforward: teachers who cognitively endorsed English-only instruction nevertheless engaged in strategic L1 use when they judged it pedagogically necessary. This attitude-behavior gap anticipated a pattern that subsequent research would repeatedly confirm across different national contexts. More recently, Cong-Lem (2025), in a qualitative study of pre-service EFL teachers in Vietnam, examined how attitudes toward translanguaging evolved across the course of a teaching practicum. Cong-Lem found that participants moved from an intuitive, unreflective use of Vietnamese in their English classes toward a more strategic and theoretically informed translanguaging practice as the practicum progressed a trajectory he described as movement from intuitive to strategic translanguaging. This finding is particularly relevant to the present study, as it suggests that pre-service teachers' attitudes toward local language use are not fixed but dynamic, and that the practicum context plays a decisive role in reshaping them. Comparing Sali (2014) and Cong-Lem (2025), a clear developmental pattern emerges: while in-service teachers may reach a settled but often unexamined accommodation with local language use, pre-service teachers are at a more formative and consequently more theoretically consequential stage, where explicit engagement with multilingual frameworks can meaningfully alter both their attitudes and their practices.

Building upon these international insights, research specifically situated in the Indonesian EFL context has produced a rich and nuanced body of evidence regarding in-service teachers' attitudes toward local language use. Khairunnisa and

Lukmana (2020), in a quantitative survey of fifty EFL teachers in Indonesian primary schools, found broadly positive cognitive attitudes toward translanguaging, with the majority of participants believing that Bahasa Indonesia and local languages played a beneficial role in English instruction. However, the study also revealed significant attitudinal ambivalence: many teachers expressed uncertainty about how frequently or formally local language use was professionally appropriate, suggesting that positive beliefs were not accompanied by institutional or theoretical frameworks that could support confident implementation. This finding was subsequently corroborated by Raja et al. (2022), whose qualitative case study of four Indonesian EFL teachers found that all participants used local languages in their classrooms particularly for grammar instruction and classroom management yet held divergent and sometimes conflicted affective responses to this practice, ranging from pragmatic acceptance to a residual sense of professional guilt. Witari and Sukanto (2023) deepened this understanding by revealing a particularly consequential pattern: the EFL teachers in their study frequently practiced what could be recognized as translanguaging, yet none of them identified it as such, having never encountered the concept during their teacher education. This disconnect between practice and theoretical awareness has significant implications for teacher development, as it suggests that many Indonesian EFL teachers are engaging in multilingual pedagogy without the conceptual tools to evaluate, refine, or intentionally extend those practices. Liando et al. (2023), working in a junior high school context in North Sulawesi, further documented three structurally distinct forms of translanguaging used by EFL teachers for

information gathering, for conceptual clarification, and for classroom management demonstrating that local language use in Indonesian EFL classrooms is not random but patterned, purposeful, and pedagogically meaningful even when teachers lack an explicit translanguaging framework. More recent studies have extended this picture to tertiary contexts. Aba Sha'ar and Rofiah (2024) surveyed fifty EFL lecturers across Indonesian universities and found that the majority held what they characterized as optimal to virtual attitudes toward translanguaging acknowledging its value while simultaneously maintaining reservations about its frequency and formal appropriateness. Supriadin et al. (2025) found that high school EFL teachers who drew on local languages reported enhanced student engagement and lesson accessibility, and viewed multilingual practice not as a compromise but as a strategic professional choice. In the most contextually proximate study to the present research, Muthalib et al. (2024), working in South Aceh with a teacher whose classroom involved Acehnese, Jamee, Kluet, Bahasa Indonesia, and English, found that multilingual alternation was central to instructional management and that students responded positively to it, providing direct empirical evidence from the Acehnese EFL context that multilingual practice is not only occurring but is functionally effective.

While findings regarding in-service educators are substantial, research specifically focused on Indonesian EFL pre-service teachers' attitudes toward local language use remains comparatively limited relative to the volume of in-service teacher research a gap that is itself a significant justification for the present study. Putrawan et al. (2022), in one of the most comprehensive studies of its kind,

surveyed pre-service EFL teachers across multiple Indonesian universities and found that while participants generally acknowledged the cognitive value of multilingual approaches, many expressed affective reservations about using local languages in formal instruction. These reservations were largely attributed to the internalization of English-only norms during participants' own schooling and reinforced by teacher education programs that continued to privilege target language use as the marker of professional competence. Harahap and Fithriani (2024) found a related pattern, noting that Indonesian EFL pre-service teachers frequently reported uncertainty about how to reconcile the pedagogical principles taught on campus with the multilingual demands they encountered during their practicum. Nevertheless, Santoso and Hamied (2022), examining pre-service English teachers' perceptions of translanguageing pedagogy, found that participants who were explicitly introduced to translanguageing as a theoretical framework responded with considerably greater openness and professional confidence than those who had no such exposure, suggesting that attitudinal change among pre-service teachers is achievable through targeted, theoretically grounded input in teacher education programs. Most directly relevant to the present study is Restiana et al. (2025), who examined translanguageing practices among Indonesian EFL pre-service teachers specifically during their teaching practicum at the junior high school level. Their findings revealed that pre-service teachers who engaged in translanguageing during PPL did so strategically and with clear pedagogical rationale primarily to support comprehension and manage classroom

communication and that this practice was associated with greater student engagement and more positive classroom dynamics.

In summary, existing research reveals a clear tension between English-only teaching ideals and the practical need to use local languages in EFL classrooms. While studies on in-service teachers show that local languages help with comprehension and classroom management, educators often feel guilty or lack theoretical guidance. For pre-service teachers, the practicum (PPL) is a crucial phase where campus-taught theories meet real classroom demands. However, research on pre-service teachers in deeply multilingual contexts such as Aceh remains limited, and few studies examine their attitudes using a full tripartite model (cognitive, affective, and behavioral). This study fills that gap by investigating how pre-service teachers at UIN Ar-Raniry Banda Aceh navigate, feel about, and apply local languages during their teaching practicum.

F. Theoretical Framework

For a study on pre-service teachers' attitudes toward the use of local languages in English teaching, a robust theoretical framework is required to explain how teachers' beliefs are formed, how they make instructional choices, and how they respond to students' linguistic needs in multilingual classrooms. This framework is built on two interconnected theoretical pillars: Language Attitude Theory (Garrett, 2010) and Translanguaging Theory (García, 2009; García & Wei, 2014). Together, these theories provide a comprehensive foundation for understanding both the cognitive-affective dimensions of pre-service teachers' attitudes and the pedagogical functions of local language use in English teaching.

1. Language Attitude Theory (Garrett, 2010)

Language Attitude Theory, as comprehensively elaborated by Garrett (2010), provides the primary analytical lens for addressing the first research question. At its core, this theory conceptualizes attitude not as a single, unified disposition but as a tripartite construct comprising three interrelated components: cognitive, affective, and behavioral. The cognitive component encompasses the beliefs and evaluative judgments that individuals hold about a language or language practice in the context of this study, what pre-service teachers believe about the pedagogical value, appropriateness, and legitimacy of using local languages in EFL instruction. The affective component encompasses the emotional responses associated with those beliefs the feelings of comfort, confidence, pride, guilt, or anxiety that pre-service teachers experience when they use, consider using, or choose not to use local languages in their classrooms. The behavioral component encompasses the observable actions and behavioral intentions that emerge from the interplay of cognitive and affective elements that is, what pre-service teachers actually do in the classroom with respect to local language use, and what they intend to do in the future.

What makes this tripartite model particularly valuable for the present study is its capacity to account for the complexity and internal tension that empirical research has consistently documented in teachers' language-related attitudes. As Hernandez Salinas (2024) demonstrates, the three components of attitude do not always align in a predictable or consistent direction: a teacher may cognitively endorse the value of local languages yet feel affectively uncomfortable using them,

resulting in behavioral avoidance that contradicts their stated beliefs. This attitude-behavior gap has been documented across multiple Indonesian EFL studies reviewed in the previous section including Khairunnisa and Lukmana (2020), Raja et al. (2022), and Putrawan et al. (2022) and represents precisely the kind of internal attitudinal complexity that a three-component analytical framework is equipped to illuminate. Zhou and Liu (2026) further affirm that in the context of pre-service EFL teacher cognition, attitudes function as critical mediators between teachers' perceptions of classroom realities and their underlying professional beliefs a finding that reinforces the theoretical centrality of Language Attitude Theory for a study concerned with the professional formation of beginning teachers.

In applying Garrett's (2010) framework to the present study, the cognitive component is operationalized through pre-service teachers' expressed beliefs about whether local languages are useful, appropriate, and professionally acceptable in EFL instruction. The affective component is examined through participants' descriptions of how they feel when making language choice decisions in the classroom including feelings of uncertainty, confidence, obligation, or conflict. The behavioral component is explored through participants' accounts of their actual language use decisions during PPL and their rationales for those decisions. Analyzing all three components in relation to one another allows the present study to produce a nuanced, multidimensional portrait of pre-service teacher attitudes one that captures not only what these teachers say they believe, but how those beliefs are emotionally experienced and behaviorally enacted in real classroom contexts.

2. Translanguaging Theory (Garcia, 2009; Garcia & Wei, 2014)

While Language Attitude Theory provides the analytical framework for examining how pre-service teachers relate to local language use, Translanguaging Theory provides the evaluative framework for understanding what kinds of practices are pedagogically meaningful and theoretically justified in the multilingual EFL classroom making it the primary lens for addressing the second research question.

Translanguaging, as originally conceptualized by García (2009) and further elaborated by García and Wei (2014), represents a fundamental reconceptualization of multilingual language use. Rather than treating languages as separate, bounded systems that can be switched between as implied by the concept of code-switching translanguaging proposes that multilingual speakers possess a single, integrated linguistic repertoire from which they draw fluidly and dynamically in the process of making meaning. This reconceptualization has profound implications for how local language use in EFL classrooms is understood: it reframes what might superficially appear as a departure from English-only norms as, in fact, a sophisticated and cognitively coherent act of meaning-making that draws on the speaker's full linguistic resources.

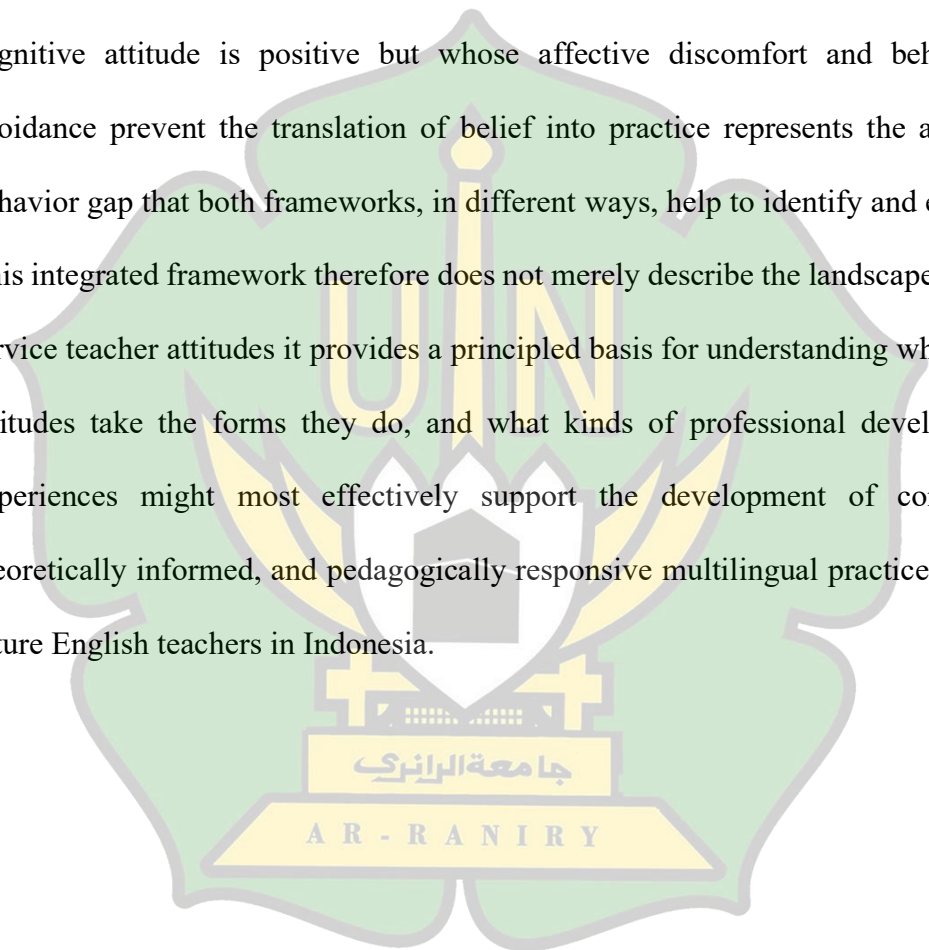
In the pedagogical context, translanguaging operates at three interconnected levels. As a stance, it represents an orientation on the part of the teacher and the institution that recognizes and validates students' multilingual repertoires as legitimate resources for learning rather than deficiencies to be corrected. As a

design, it refers to the intentional planning of multilingual moments within instruction identifying in advance which language resources will be activated for which instructional purposes. As a shift, it describes the actual moment-to-moment linguistic practices through which teachers and students move across their repertoires in service of comprehension, participation, and meaning-making (García & Wei, 2014). Empirical evidence from the Indonesian EFL context has consistently demonstrated the relevance and applicability of translanguaging theory, with Liando et al. (2023), Permana and Rohmah (2024), and Muthalib et al. (2024) all documenting structured, pedagogically purposeful multilingual practices in Indonesian EFL classrooms that align with the translanguaging framework.

Within this study's framework, Translanguaging Theory functions on two distinct levels. Interpretively, it supplies the conceptual tools to break down how participants describe their language choices drawing a clear line between reactive code-switching triggered by student confusion and purposeful translanguaging rooted in a thoughtful recognition of multilingual needs. Evaluatively, the theory offers a benchmark for assessing how pre-service teachers view the role of local languages. This allows the study to look beyond simple classroom practices and explore whether candidates' rationales align with the student-centered, evidence-based multilingual strategies promoted by translanguaging scholars.

The integration of these two frameworks allows the present study to map a two-dimensional analytical space: the attitudinal dimension, captured through Garrett's three components, and the pedagogical dimension, evaluated against the translanguaging framework. A pre-service teacher whose cognitive attitude is

positive, whose affective response is confident, and whose behavioral practice is intentional and student-centered represents the fullest realization of both frameworks in combination a teacher who not only believes in the value of local languages but feels professionally empowered to use them strategically and understands their use through a translanguaging lens. By contrast, a teacher whose cognitive attitude is positive but whose affective discomfort and behavioral avoidance prevent the translation of belief into practice represents the attitude-behavior gap that both frameworks, in different ways, help to identify and explain. This integrated framework therefore does not merely describe the landscape of pre-service teacher attitudes it provides a principled basis for understanding why those attitudes take the forms they do, and what kinds of professional development experiences might most effectively support the development of confident, theoretically informed, and pedagogically responsive multilingual practice among future English teachers in Indonesia.



CHAPTER III

METHODOLOGY

This chapter describes the methodology of this study in depth, including the research design, research participants, methods of data collection, and data analysis. Each section provides some clarification of the definition of the concept and their application to this study.

A. Research Design

This study employed a qualitative descriptive design to explore pre-service English teachers' attitudes toward the use of local languages in English teaching. According to Creswell and Creswell (2017), qualitative research is suitable for understanding social phenomena from participants' perspectives through detailed descriptions and interpretations. This design was appropriate because the research focused on participants' attitudes and their perceptions of the pedagogical role of local languages phenomena best understood through rich, narrative data rather than numerical measurements or statistical relationships (Ary et al., 2018). This study relied specifically on semi-structured interviews as its primary research strategy, as they provided a balance between structure and flexibility, allowing participants to share their experiences in their own words while ensuring key topics were consistently addressed across all interviews (Kallio et al., 2016).

B. Research Participants

The participants in this study were nine pre-service English teachers enrolled in the Department of English Language Education at UIN Ar-Raniry Banda Aceh. Participants were selected using total population sampling, a technique in which all members of the accessible population who meet the inclusion criteria are included in the study (Ary et al., 2018). There were nine individuals who met the criteria at the time of data collection, making it feasible to include the entire eligible population.

To meet the inclusion criteria, the selected participants were in their sixth to eighth semester, had completed or were undertaking the Teaching Practicum (PPL) at the time of data collection. The participant recruitment process began with a request for information from the Instructional Development Center (IDC) which specifically manages student teaching practice programs at the faculty of education and teacher training at UIN Ar-Raniry, Banda Aceh. The enquired information was about the number of English Education students who had completed or were participating in the Teaching Practicum program (PPL) at the time of data collection. Based on the information provided, there were 11 students who met the criteria. However, at the time of data collection, only 9 of them were willing to voluntarily participate and share their experiences regarding the use of regional languages in English language teaching. By focusing on this group, the study aimed to capture insights from pre-service teachers who had direct, authentic classroom experience in a multilingual setting where *Bahasa Aceh* and *Bahasa Indonesia* remain the dominant language of daily communication.

Prior to the data collection, the participants were provided with an explanation of the study's purposes, scope, and procedures. They were informed of their right to confidentiality, voluntary participation, and the option to withdraw at any time without penalty. Verbal informed consent was obtained before each interview. To protect participants' identities, their initials: DC, RY, SH, SL, SM, TM, ZA, ZU, and NA were used in all transcripts, analysis, and reporting. All audio recordings and transcripts were stored securely on a password-protected device accessible only to the researcher.

C. Data Collection

Data were collected through semi-structured interviews. The interview protocol was developed based on the research questions and the tripartite model of attitude (Garrett, 2010), covering three interconnected domains: cognitive (beliefs and thoughts about local language use), affective (feelings such as pride, guilt, or anxiety associated with using or avoiding local languages), and behavioral (reported actions, practices, and intentions regarding local language use during PPL). As DeJonckheere and Vaughn (2019) noted that semi-structured interviews are particularly effective in balancing consistency and depth, ensuring coverage of key topics while allowing participants to guide the conversation toward what they found most meaningful.

Each participant took part in a one-on-one interview lasting approximately 30 to 45 minutes, conducted face-to-face in a quiet setting on the UIN Ar-Raniry campus. The interviews were conducted in English, Indonesian language, or a mix of both, depending on each participant's language preference. With participants'

consent, all interviews were audio-recorded to ensure accuracy and were later transcribed verbatim.

D. Data Analysis

Once the interviews were transcribed, the data were analyzed using thematic analysis, a widely recognized qualitative analysis approach. Thematic analysis was particularly suited for identifying patterns of meaning across large sets of narrative data (Braun and Clarke, 2019). Its flexibility made it well-suited for exploring participants' attitudes, perceptions, and experiences.

Interview transcripts were analyzed using reflexive thematic analysis (Braun and Clarke, 2019). The process followed six phases: familiarization through repeated reading of the transcripts, followed by generating initial codes for salient segments. Subsequently, candidate themes were identified by clustering related codes, after which themes were reviewed and refined for coherence and distinctiveness. The penultimate phase involved defining and naming themes with clear scope and boundaries, culminating in the production of an analytic narrative supported by illustrative quotations. Coding was conducted manually, employing both deductive coding (guided by the tripartite attitude framework and research questions) and inductive coding (capturing emergent insights from the data).

To enhance the trustworthiness of the analysis, several strategies were adopted. Member checking was conducted by returning summary notes and preliminary interpretations to participants for verification either through in-person meetings or via WhatsApp chat. A clear audit trail of coding decisions was maintained, ensuring that analytical choices could be traced and verified. The

researcher also engaged in peer debriefing with the thesis supervisor to challenge assumptions and refine interpretations Nowell et al. (2017). The final themes are presented as a descriptive narrative in Chapter IV and connected back to the theoretical framework established in Chapter II.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings derived from semi-structured interviews conducted with nine pre-service English teachers at UIN Ar-Raniry. The data were analyzed using thematic analysis to identify patterns and themes related to the research questions. The findings are organized into two main sections corresponding to the research questions: (1) pre-service teachers' attitudes toward the use of local languages in English teaching, and (2) their perceptions of the role of local languages in English teaching. These findings are then discussed in relation to the relevant theoretical framework and growing body of literature.

A. Findings

1. Overview of Thematic Analysis Results

Based on the interview data collected from nine participants, the researcher conducted a thematic analysis by identifying significant statements and assigning codes to meaningful units of data. The identified codes were then grouped into several categories based on their similarities, as presented in Table 4.1 below.

Table 4. 1 *Code Grouping into Categories*

Codes	Categories
English-only ideal, pragmatic use of local languages, concern about student dependency	Pedagogical Ambivalence
Focus on student comprehension, strategic use of local languages, professionalism not determined by language	Redefining Professionalism

Comprehension support, instruction-giving, scaffolding	Local Languages as a Tool for Learning
Student proficiency, school location, grade level, curriculum/time constraints	Contextual Factors

From the categories above, four main themes emerged that organize the findings of this study:

1. **Pedagogical Ambivalence:** Pre-service teachers experience tension between English-only ideals and pragmatic classroom needs. They strategically use local languages to ensure comprehension while managing student dependency.
2. **Redefining Professionalism:** Professionalism is defined by student understanding and learning outcomes rather than exclusive English use. Strategic and limited use of local languages is considered professional.
3. **Local Languages as a Tool for Learning:** Local languages serve as scaffolding tools for comprehension, instruction-giving, reducing anxiety, and increasing engagement. One participant (TM) prefers using local language hints, while others apply broader support.
4. **Contextual Factors:** Language use decisions depend on student proficiency, school location, grade level, and curriculum constraints. Teachers adapt their strategies responsively to classroom realities.

Table 4.2 below presents the distribution of these themes across the nine participants. A checkmark (✓) indicates that the code or theme was present in the participant's interview responses.

Table 4. 2 *Distribution of Themes Across Participants*

Code / Theme	TM	RY	ZU	SH	DC	NA	SL	SM	ZA
English-only ideal	✓	✓	✓						✓
Pragmatic use of local languages	✓	✓	✓	✓	✓	✓	✓	✓	✓
Concern about student dependency	✓	✓	✓	✓		✓	✓	✓	✓
Focus on student comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strategic use of local languages	✓	✓	✓	✓	✓	✓	✓	✓	
Professionalism not determined by language	✓	✓	✓	✓	✓	✓	✓	✓	
Comprehension support	✓	✓	✓	✓	✓	✓	✓	✓	✓
Instruction-giving	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scaffolding	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student proficiency	✓	✓	✓	✓	✓	✓	✓	✓	✓
School location	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade level	✓	✓	✓	✓	✓	✓	✓	✓	✓
Curriculum/time constraints	✓	✓	✓	✓	✓	✓	✓	✓	✓

As shown in Table 4.2, several themes demonstrated strong consensus across participants. The theme of pragmatic use of local languages was present in all nine participants, as were focus on student comprehension, comprehension support, instruction-giving, scaffolding, and all contextual factors including student proficiency, school location, grade level, and curriculum or time constraints.

The theme of English-only ideal was present in four participants (TM, RY, ZU, and ZA), while the remaining five participants (SH, DC, NA, SL, SM) did not explicitly express this ideal during their interviews. Concern about student dependency was present in eight participants, with only DC not expressing this concern. Strategic use of local languages was present in eight participants, with ZA being the only participant who did not explicitly describe strategic or planned use of local languages. Finally, professionalism not determined by language was present in eight participants, with ZA again holding a contrasting view, maintaining that professionalism requires English-only instruction particularly for older students.

A unique perspective was observed from participant TM, who expressed a more restrictive view on the function of local languages. Unlike other participants who viewed local languages as direct tools for comprehension support, TM emphasized that local languages should provide only “hints” rather than full translations, pushing students to actively determine meaning rather than becoming dependent on translation.

The following sections present a detailed analysis of each theme related to each research question, supported by verbatim quotations from the participants.

2. Pre-service Teachers’ Attitudes Toward the Use of Local Languages in English Teaching

Thematic analysis of interview transcripts revealed two major themes addressing the first research question. The first theme, pedagogical ambivalence,

captures the persistent tension between the English-only ideal and the pragmatic acceptance of local languages as a classroom necessity, along with participants' concerns about student dependency and their reliance on contextual reasoning to navigate these competing pressures. The second theme captures the way in which pre-service teachers actively redefined professionalism, shifting their understanding from a focus on the language of instruction to a focus on student comprehension and learning outcomes.

a. Pedagogical Ambivalence: Between English-Only Ideals and Pragmatic Classroom Necessity

A central finding that emerged from the interviews was the pervasive sense of pedagogical ambivalence that characterized pre-service teachers' attitudes toward local language use. Rather than holding fixed positions, participants navigated a persistent tension between competing professional values that manifested across interconnected dimensions of their teaching experience. This ambivalence was evident as each participant moved between their beliefs about English-only instruction, their actual use of local languages, their concerns about student dependency, and their future plans for language use.

Participant TM expressed a strong commitment to maximizing English exposure in the classroom. He stated,

"I speak full English. Give a fully English question after explaining and giving an example. Even though they don't understand my words and

lessons. At least I try to speak English in class. While in class. It will be totally English.” (TM)

His use of the phrase “at least I try” suggested a sense of professional obligation to maintain English as the medium of instruction, even when students might not fully comprehend. When it came to using local language, TM offered a uniquely restrictive perspective, believing it should provide only minimal guidance. He explained,

“Using the local language doesn’t help them understand what they are learning. But just the hint, I mean the hint. The learner will have to determine what the teacher meant when they stated a few words in local Bahasa. They are probably going to think:”Ooh, the teacher is going to teach us about this, that, and those.” I think this will benefit them. I mean for the student who really wants to learn or study English.” (TM)

He wanted students to actively determine meaning rather than receive full translations. This restrictive view was connected to his significant concern about student dependency. He argued,

“If we use or just translate what we say and what we teach today, we just translate it into Bahasa. So, the student is unable to upgrade their English level. Because they don’t need to, I mean, they don’t strive to understand what the teacher is saying.” (TM)

His use of the verb “strive” emphasized that effortful engagement was necessary for language acquisition, and translation removed the need for this effort.

Looking toward his future practice, TM emphasized careful assessment of student proficiency, stating, “I do really care about students’ language level when creating lesson plan. I think about the level of these students. When I was a teacher in PPL, I knew that the student was not quite at a higher level, but it was just minimum or minimum low, so I should be more focused on this.”

Participant RY entered her teaching practicum with a strong English-only ideal shaped by her university training. She recalled,

“I remember being in Mr. X’s class. Mr. X taught us that a good teacher is one who teaches English in English. Not utilizing Indonesian to teach English. Don’t use Indonesian to teach English.” (RY)

The phrase “a good teacher” indicated that this ideal was linked to her professional identity. However, classroom reality quickly challenged this belief. She admitted,

That’s the truth. That’s how we teach English in Indonesia. Even if it might not be the best way for teacher to teach English, but that’s what kids need instead of not knowing anything. (RY)

The phrase “that’s the truth” revealed that her acceptance of local language was reluctant rather than enthusiastic. RY also recognized the negative consequences of this choice. She acknowledged,

“The negative impact, of course, that will have a bad effect... I think that if we teach English using Indonesian, the kids will become used to it. Later on, when they grow up... they will definitely employ the translate-first

approach... But it goes back to the state and the situation. If we don't use Indonesian, they won't be able to learn.” (RY)

She framed this as a trade-off, accepting short-term negative consequences as preferable to students learning nothing at all. Regarding her future approach, RY emphasized that language decisions must be context-dependent. She explained, *“But it all depends on the situation. It depends on what the students really need... If we teach smart youngsters, for example, then we don't need to utilize Indonesian anymore. Better to say it in English... But if we teach in a place where the kids are still very low, then we need to teach English using Indonesian.”* She also introduced an important structural consideration, noting that curriculum pacing and time constraints influenced language choices.

Participant ZU expressed the strongest opposition to local language use among all participants, grounding her attitude in a curricular logic. She argued,

“Personally, I actually disagree if in English lessons a teacher dominantly uses Indonesian or the local language. Because schools now already have specific subjects: there is Indonesian language subject and there is regional language subject, usually included in local content subjects. So my suggestion is that usage of these should be minimized in English lessons. If the subject is English, we should focus on English only.” (ZU)

Her stance was principled rather than merely methodological, based on the idea that each subject has its own language. Despite this strong opposition, ZU

provided a measured view on actual local language use, acknowledging that it could help in limited proportions. She stated:

“Indonesian or Acehnese does help in teaching and learning, but if this keeps happening in class and for a long time, I don’t think it helps because the language we use is not English, even though the subject is English. In my perspective, this is effective if used only in some places or a small percentage.”

She distinguished between short-term help and long-term effectiveness. Her concern about dependency centered on proportion, as she noted, *“If we use it more than English, the subject’s language, then students aren’t really making progress or learning new English because we often utilise the national language or Acehnese.”* Looking toward her future practice, ZU emphasized adaptation to context, explaining that she would adjust based on school location and student familiarity with English.

Participant SH articulated a strategic rather than ideological attitude toward language use. He explained,

“My attitude toward using Indonesian or the local language as an English teacher in my class will not be antipathy but I will use it strategically. When the local language or national language is needed to help them understand what we convey, I will use it. Not as an escape because I do not know how to explain the material, rather as a means to help them better understand.”

(SH)

His use of the word “strategically” distinguished between using local languages as a pedagogical tool versus using them as a crutch for inadequate teaching skills. However, SH also expressed clear concern about student dependency. He stated,

“And in my opinion the use of Indonesian or local languages certainly also has negative impacts. For example, those students will experience dependence on our help... When given instructions or new vocabulary they will immediately ask, like, Miss, what’s the meaning? What does it mean, Miss? So they ask right away without trying first.” (SH)

His description captured the essence of dependence, with learners bypassing effortful engagement because they expected immediate translation. For his future practice, SH emphasized that contextual assessment must precede any language decisions, stating:

“Maybe I’ll see where I’m placed, the school’s situation, and the students’ qualities first. I use Indonesian or the local language when my students require it to study. If my students are capable without my explanation or support with their local or national language, I may focus on English.”

Participant DC held perhaps the most flexible and student-centered attitude among all participants. He did not express a strong commitment to the English-only ideal, instead focusing on pedagogical outcomes. He stated simply, *“I think it’s fine. If it helps and it’s more appropriate, then it’s fine. In fact, I think it can be recommended. Because the goal is to absorb knowledge and impart knowledge.”*

For DC, the ultimate goal of knowledge transmission superseded concerns about language purity. Unlike many other participants, he did not express specific concerns about student dependency, focusing instead on the benefits of ensuring student comprehension. For his future practice, DC described a systematic approach to language decisions, explaining that he would survey students to understand their comfort levels with different languages before making choices.

Participant NA demonstrated a balanced perspective that acknowledged both benefits and drawbacks of local language use. She stated, *“Using the local language, in this case, Indonesian, does affect English learning. While it helps students... better understand the material, excessive use of Indonesian reduces their exposure to English.”* This nuanced position suggested growing professional maturity. Her awareness that excessive use reduced English exposure indicated an understanding of the dependency risk. For her future practice, NA described a highly differentiated approach based on her experience teaching five classes with different characteristics, adjusting her teaching modules for each class based on their understanding levels.

Participant SL maintained a careful, conditional attitude toward language use. She stated:

“As a pre-service English teacher, I believe that Indonesian or the local language can be a useful tool. However, it should be used carefully, and only when it necessary, so that English remains the main language and must be the language most exposed to students.” (SL)

Her concern that English “must be the language most exposed to students” showed she had not abandoned the English-only ideal but had modified it to allow strategic exceptions. Regarding dependency, SL identified a complex relationship between scaffolding and learner autonomy. She noted, *“Yes, there are negative effects if they are used too often. Students may become too dependent on Indonesian or the local language. And less confident in trying to use English independently in lessons.”* She linked dependence to reduced confidence, the opposite of what local language use was intended to achieve. For her future practice, SL emphasized comprehensive contextual adaptation, considering language background, method selection, and vocabulary choice.

Participant SM acknowledged the necessity of local languages while still expressing some resistance. She described a strategy she created:

“Even though I have no problem with it, there are times when we have a minute of English. This means that for a period of five minutes, it is required that student speak only in English. It is not acceptable to use Indonesian during this time. If someone uses Indonesian, they will not be excused and will be punished.” (SM)

This “minute of English” strategy showed she created structured opportunities to enforce English use, compensating for the local language use during other parts of the lesson. SM also provided a concrete example of dependency from testing situations. She stated,

“Sometimes it’s negative too, for example when we give tests, because we get used to giving instructions in Indonesian, then they want Indonesian... they become dependent on Indonesian, for example we ask them to make a descriptive text, they want it in Indonesian, so then what’s the difference between the English lesson and Indonesian lesson.” (SM)

Her rhetorical question highlighted the risk of English classes losing their distinctive purpose. For her future plans, she described adjusting materials based on student resistance, noting that in some classes, students would yell at teachers to speak Indonesian, forcing contextual adaptation.

Participant ZA maintained the strictest position among all participants. He stated,

“No, I don’t think using local languages in an English classroom is professional, especially for older students. To help students truly learn English, they need more exposure to the language, and using the local language too much can undermine that goal.” (ZA)

His focus on “older students” suggested he differentiated professionalism by educational level. Regarding local language use, he acknowledged limited benefits with strong qualifications. He stated, *“I believe that the use of the local language does help students, especially in the beginning stages of learning English. However, it can also reduce exposure to English, which is essential for language acquisition.”* He identified the beginning stages as the only appropriate context. His concern about dependency focused on cumulative effects, noting that constant use

of Indonesian would reduce exposure and make it harder for students to improve their English skills in the long term.

In summary, participants' attitudes toward local language use were characterized by a deep and persistent pedagogical ambivalence. They maintained an English-only ideal linked to professional identity while pragmatically accepting local languages as necessary for student comprehension. This acceptance was tempered by genuine concerns about student dependency and reduced English exposure. Ultimately, participants navigated these competing pressures through contextual reasoning, the principle that language decisions must be responsive to the specific realities of their teaching context, including school location, student proficiency, grade level, curriculum demands, and classroom atmosphere.

b. Redefining Professionalism: From Language Choice to Student Understanding

A second major theme to emerge from the interviews was the way in which pre-service teachers actively redefined professionalism in relation to language choice, shifting their understanding from a focus on the language of instruction to a focus on student comprehension. Several participants explicitly challenged the notion that using local languages makes an English teacher unprofessional, arguing instead that true professionalism is measured by teaching effectiveness and student outcomes.

RYs extended reflection on this issue is particularly insightful:

“I used to think that a teacher who taught in Indonesian wasn’t professional. I used to think that how teachers utilized language when they taught was a sign of professionalism... but after I practiced personally, I learned that professionalism is not shown by that, but by how well the pupils can understand what their teacher has taught them. Why? Because the teacher has to give their kids the best when they educate. And that’s the finest way for a teacher to be professional for me.” (RY)

This quote captures a significant attitude shift from viewing language choice as a marker of professional competence to viewing student comprehension as the true measure. The phrase “the finest way for a teacher to be professional” signals a reorientation of values based on authentic teaching experience.

Participant SH similarly reframed professionalism:

“I think using Indonesian or the local language in an English class is still professional because professionalism is measured by how well the teacher teaches the material and helps students understand it. Using the local or national language in class does not determine a teacher professionalism.” (SH)

SH directly states that language choice does not determine professionalism. This challenges the general view prevalent in some teacher education programs that teaching only in English is the professional standard.

Participant SM reinforced this perspective by contextualizing professionalism within classroom realities:

“It still seems professional in environments like these because not all of the students can speak English. It’s good to use Indonesian instead of English all the time and make them nervous in class. So teachers don’t always use Indonesian because they are not professional, sometimes they do it because they see what’s going on in the class.” (SM)

SM’s perspective on student anxiety is crucial. It suggests that a rigid implementation of an English-only policy could actually be viewed as unprofessional if it creates emotional barriers to learning. This demonstrates a deep understanding of professionalism that prioritizes student well-being.

Participant TM offered a conditional view that still affirms professionalism:

“In my perspective, it will still be professional if we apply part of the local language in this case in Indonesia, especially Aceh, where not many students are interested in English... The teacher should know when to speak in the local language, not all of the time, but just in certain situations.” (TM)

For TM, professionalism lies in the teacher judgment and situational awareness, not in absolute adherence to a monolingual policy. The phrase “should know when” emphasizes professional discretion.

Participant NA also supported this view:

“In my opinion, it is still professional. First, we live in Indonesia, where Indonesian is the main language. Professionalism is not determined by the language used in the classroom, but by whether the material is successfully understood by the students.” (NA)

NA adds a sociolinguistic dimension she notes that Indonesian linguistic context makes local language use not only acceptable but potentially appropriate.

Participant ZU, despite her earlier opposition to dominant local language use, acknowledged that limited use does not negate professionalism:

“In my opinion, using Indonesian in the process of teaching English is actually permissible and does not mean we are unprofessional, but it must be used in the proper proportion.” (ZU)

ZU's condition “proper proportion” shows she distinguishes between occasional strategic use and dominant use. Even she does not claim that any local language use is unprofessional.

Participant SL similarly affirmed professionalism:

“I think English can still be considered professional as long as it is used for educational purposes. Using Indonesian to help learners understand difficult words or using local languages really helps learners understand difficult words because learners are more familiar with them.” (SL)

SL connects professionalism to educational purpose and student familiarity, reinforcing the theme that effectiveness matters more than purity.

However, one participant presented a contrasting view. ZA maintained a stricter position:

“No, I don’t think using local languages in an English classroom is professional, especially for older students. To help students truly learn English, they need more exposure to the language, and using the local language too much can undermine that goal.” (ZA)

ZAs attitude aligns more closely with the English-only ideal and serves as a point of contrast within the participant group. His focus on *older students* suggests that he differentiates professionalism by educational level, possibly accepting local language use for younger learners but rejecting it for secondary students.

3. Pre-service teachers perceptions of the role of local languages in English learning

Thematic analysis of interview transcripts revealed two themes addressing the second research question. Participants unanimously perceived local languages as effective tools for comprehension and scaffolding, and they specifically identified instruction-giving as the pedagogical situation where local languages were most needed and beneficial.

a. Local Languages as a Tool for Comprehension and Scaffolding

All nine participants agreed that local languages help students understand English lessons, particularly when students have low English proficiency. This perception was unanimous across the interviews.

Participant RY stated this most directly:

“I think it really helps the students understand if we speak Indonesian, especially when the kids are still very young and not very good at it... Because that’s what they need. They need explanations in Indonesian.” (RY)

The phrase “that’s what they need” frames local language use as a response to student needs rather than a teacher preference. This reflects a learner-centered orientation.

Participant SH similarly affirmed the helpful role of local languages:

“I think using Indonesian or the local language helps students learn English because the school is in a rural area and English is still very unfamiliar. This makes it easier for us as teachers to teach and for them to understand.” (SH)

SH specifically connects the usefulness of local languages to the schools rural location and students unfamiliarity with English contextual factor that several participants mentioned.

Participant DC, who taught at an Islamic boarding school where Arabic was prioritized, also endorsed local language use:

“In my opinion, the use of local language is beneficial because many students still don’t understand the instructions when we tell it in English, so I explain them in the local language.” (DC)

Participant SL provided a more detailed explanation of how local languages support learning:

“Yes, it really helps students a lot by using Indonesian or the local language, making it easier for them to understand and reducing their fear of English. This is very helpful because classes are held in the afternoon, when students are tired and less focused.” (SL)

SLs comment adds an interesting dimension local languages not only support cognitive comprehension but also address affective factors and situational challenges.

Participant SM confirmed this view:

“Yes, it does help. English is not a second language; it is a foreign language. In fact, the students can’t understand if we make them use English. So, when we teach in Indonesian, students understand better and it sticks with them more.” (SM)

SMs distinction between English as “a foreign language versus a second language” is notable. She suggests that because English has limited presence in students daily lives, local language support is not just helpful but necessary.

Participant TM offered a more cautious view, suggesting that local language provides “hints” rather than full comprehension support:

“So, I mean, using the local language doesn’t help them understand what they are learning. But just the hint, I mean the hint. The learner will have to determine what the teacher meant when they stated a few words in local Bahasa. They are probably going to think, Oh, the teacher is going to teach us about this, that, and those. I think this will benefit them. I mean for the student who really wants to learn or study English.” (TM)

TMs perspective is unique among participants. He emphasizes that local language should provide only hints rather than full translations, pushing students to actively determine meaning. This suggests a more restrictive view of local languages role.

Participant NA also affirmed the helpful role:

“Using the local language, in this case, Indonesian, does affect English learning. While it helps students, especially at the junior high school level, better understand the material...” (NA)

Participant ZU provided a more measured view, noting that local language helps but only in limited proportions:

“Indonesian or Acehnese does help in teaching and learning, but if this keeps happening in class and for a long time, I don’t think it helps because the language we use is not English, even though the subject is English. In

my perspective, this is effective if used only in some places or a small percentage.” (ZU)

ZU distinguishes between short-term help and long-term effectiveness. This shows that even participants who are skeptical of local language use acknowledge its immediate utility.

Participant ZA similarly acknowledged benefits with qualifications:

“I believe that the use of the local language does help students, especially in the beginning stages of learning English. However, it can also reduce exposure to English, which is essential for language acquisition.” (ZA)

ZA identifies the “beginning stages” as the appropriate context for local language use, suggesting a developmental perspective where local language support decreases as proficiency increases.

b. Local Languages for Giving Instructions

A specific sub-theme that emerged was the use of local languages for giving instructions. Several participants identified instruction-giving as the primary situation where local languages were most needed and beneficial.

Participant RY elaborated on this practice:

“There are the instructions. They actually don’t understand English, therefore you should express that in Indonesian as well. I write the instructions in Indonesian when I make LKPD (student worksheet). They

might not hear me if I only speak it in front of the class, so I also write it in Indonesian on the worksheet.” (RY)

RYs practice of providing instructions in both spoken and written Indonesian demonstrates deliberate scaffolding. Her recognition that students might not hear oral instructions shows sensitivity to classroom communication challenges.

Participant DC also identified instruction-giving as a key situation:

“In my experience, I use the local language more when instructing the children. When explaining the material, most of them understand Indonesian. But when doing assignments, many students still don’t understand the instructions, so I explain them in the local language.” (DC)

This distinction between explaining material (which students could understand in Indonesian) and giving instructions (which required local language) is noteworthy. It suggests that different pedagogical functions may require different language choices.

Participant SL confirmed this:

“Indonesian or local languages are mainly used when explaining new material, translating difficult vocabulary, and giving clear instructions, as well as helping students who seem confused or are hesitant to ask questions.” (SL)

Participant SH identified multiple situations:

“In situations like teaching the subject, giving instructions, and dealing with students who had trouble understanding lessons. In such conditions, we as English teachers could not force our will that we must speak English to them.” (SH)

SHs phrase “could not force our will” is striking it suggests that rigid English-only policies represent an imposition of teacher preference over student needs. This reflects a student-centered philosophy.

Participant ZU identified instruction translation as a key need:

“Indonesian/Acehnese language plays an important role in translation such as vocabulary, and also in the instructions for questions where it is much needed.” (ZU)

Participant NA described using local language when students struggle:

“I use Indonesian when students struggle to understand difficult vocabulary or complex sentence structures in English. If students seem confused or disengaged, switching to Indonesian helps clarify the material and keeps them on track”. (NA)

NAs mention of student engagement shows that local language use is not only for cognitive support but also for maintaining student participation and motivation.

B. Discussion

This section interprets the findings presented above in relation to the theoretical framework and previous studies discussed in Chapter II. The discussion is organized thematically to reflect the interconnected nature of pre-service teachers' attitudes and perceptions. The themes addressed include the persistent tension between English-only ideals and pragmatic classroom realities, the dual role of local languages as both pedagogical scaffold and potential hindrance, the redefinition of professionalism through student-centered practice, and the centrality of contextual factors in shaping language decisions.

1. The English-Only Ideal Versus Pragmatic Classroom Reality

One of the most prominent findings to emerge from this study was the persistent tension between the English-only ideal that participants internalized during their university coursework and the pragmatic acceptance of local language use that became necessary during their teaching practicum. This tension can be understood through the cognitive component of Garrett's (2010) tripartite model of attitude, which posits that beliefs are formed through education and social experience. Several participants articulated a foundational belief that English should be taught primarily or exclusively in English, a belief directly traceable to their teacher education programs. Participants could recall specific professors and specific messages about what constitutes good teaching, demonstrating the powerful and lasting influence of teacher educators in shaping pre-service attitudes toward language choice. This finding aligns with Macaro (2001) observation that teachers' decisions about first language use are closely related to their beliefs about

language learning and teaching effectiveness, beliefs that are often shaped during formal training.

However, this English-only ideal was consistently challenged by the realities of Indonesian EFL classrooms, particularly in rural and remote school contexts where students' English proficiency was very low. All nine participants reported using Indonesian and, in some cases, Acehnese to facilitate student comprehension, despite the fact that many of them simultaneously believed this practice was less than ideal. This pragmatic acceptance reflected what participants described as a reluctant necessity rather than an enthusiastic pedagogical choice. The cognitive dissonance this created believing in English-only while practicing bilingual instruction led to what several participants described in affective terms, including shock, guilt, and anxiety. This finding resonates with previous studies in comparable EFL contexts. Sali (2014) found that Turkish pre-service teachers initially favored English-only instruction but acknowledged the pedagogical necessity of L1 for comprehension and classroom management. Similarly, Cong-Lem (2025) reported that Vietnamese pre-service teachers valued strategic L1 use despite concerns about over-reliance, suggesting that this tension between ideology and practice may be a common feature of pre-service teacher development across multilingual EFL settings.

What is particularly significant about this tension is that it did not lead participants to abandon their English-only ideals. Rather, most participants developed what might be described as a principled pragmatism they maintained English-only as an aspiration while accepting local language use as a situational

necessity. This finding aligns with Hall and Cook's (2012) argument that teachers often develop more flexible attitudes based on classroom realities, even when English-only approaches are promoted during their training. The affective dimension of this negotiation has received less attention in previous research on L1 use in EFL classrooms, which has tended to focus primarily on cognitive beliefs and observable practices (Turnbull & Dailey-O'Cain, 2009). The present findings suggest that the emotional experience of navigating competing language ideologies deserves greater consideration in understanding how pre-service teachers develop their pedagogical approaches to language choice.

2. The Dual Role of Local Languages: Scaffolding and the Risk of Dependency

While all nine participants unanimously agreed that local languages serve as valuable scaffolding tools for student comprehension, they also consistently identified significant risks associated with their use, particularly the danger of student dependency. This dual role scaffold and potential hindrance reflects the complexity of pre-service teachers' perceptions and highlights the sophisticated pedagogical reasoning they brought to their language decisions.

On the scaffolding side, participants described local languages as functioning in ways that align closely with García and Wei's (2014) translanguaging framework. Indonesian and Acehnese were strategically deployed to explain difficult concepts, translate unfamiliar vocabulary, clarify task instructions, and reduce student anxiety. Several participants noted that local languages were particularly crucial for giving instructions, as students often struggled to understand

procedural language in English even when they could follow content explanations. This distinction between content explanation and instruction-giving suggests that different pedagogical functions may require different language strategies, a nuanced finding with practical implications for teacher preparation. The scaffolding function extended beyond the cognitive domain to include affective support. Participants described how local languages reduced students' fear of English, increased their willingness to participate, and built rapport between teachers and learners. One participant even described local language use as a way of showing respect for students' identities, echoing García and Wei's (2014) argument that translanguaging validates learners' linguistic backgrounds and creates more inclusive classrooms.

However, the perceived benefits of local language use were consistently tempered by genuine concerns about student dependence. Participants described students who, when accustomed to immediate translation, would ask for meanings without first attempting to understand English independently, bypassing the effortful engagement with the target language that is necessary for acquisition. This concern aligns with Turnbull and Dailey-O'Cain's (2009) emphasis on the need for judicious, rather than excessive, L1 use. Participants identified specific negative consequences of over-reliance on local languages, including reduced English exposure, slower proficiency development, and a blurring of the distinction between English lessons and Indonesian lessons. This finding suggests that pre-service teachers are not simply concerned with linguistic outcomes but also with the integrity of English as a distinct subject within the curriculum, a concern that echoes the English-only attitudes instilled by their teacher education programs.

What makes this finding theoretically significant is how participants reconciled the tension between benefit and risk. Rather than resolving the tension in favor of one side or the other, most participants accepted the risk of dependence as a necessary trade-off. The short-term consequence of translation dependency was understood as preferable to the alternative of students learning nothing at all. This pragmatic calculus reflects what Borg (2006) describes as the situated nature of teacher cognition beliefs and practices are shaped by specific classroom contexts rather than abstract principles. The perceived trade-off also aligns with Cong-Lem (2025) finding that Vietnamese pre-service teachers acknowledged similar tensions, suggesting that the scaffolding-dependency dilemma may be a common challenge across EFL contexts where English exposure is limited.

3. Redefining Professionalism Through Student-Centered Practice

Perhaps the most significant finding to emerge from this study was the way in which pre-service teachers redefined professionalism in relation to language choice. This redefinition was not simply a modification of existing beliefs but represented a fundamental reorientation of values based on authentic teaching experience. The finding directly challenges the assumption, prevalent in some teacher education contexts, that English-only instruction is inherently more professional than bilingual instruction.

According to Garrett's (2010) tripartite model of attitude, this redefinition can be understood as a shift in the cognitive component of attitude a change in what participants believed about the nature of professional teaching. Prior to their

teaching practicum, several participants held the belief, instilled by their university coursework, that professional English teachers use English exclusively. This belief linked language choice to professional identity, with English-only serving as a marker of competent, qualified teaching. However, after experiencing real classroom conditions, the majority of participants rejected this equation. They articulated a new understanding of professionalism grounded not in the language of instruction but in the outcomes of instruction specifically, whether students understood the material, felt safe to participate, and were motivated to learn.

This redefinition aligns with Borg's (2006) observation that teacher cognition is shaped by classroom experience. The teaching practicum provided participants with direct evidence that rigid adherence to English-only policies could be counterproductive, leaving students confused, anxious, and disengaged. Participants described how students responded more actively and asked more questions when local languages were used, providing experiential evidence that challenged their previously held beliefs about professional practice. The redefinition also reflects what García & Wei (2014) describe as a translanguaging stance an orientation that values multilingual practices as resources rather than deficits. When participants argued that using local languages represents respect for students' identities rather than a sign of teacher failure, they were articulating a fundamentally different vision of professional English teaching, one that prioritizes student needs over methodological purity.

Significantly, this redefinition was not limited to participants who were most accepting of local language use. Even participants who maintained strong English-

only preferences acknowledged that limited, strategic use of Indonesian or Acehnese did not compromise professionalism. This suggests that the redefinition of professionalism is not an all-or-nothing shift but exists on a spectrum, with participants differing in where they draw the line between professional and unprofessional practice. The connection participants drew between professionalism and student well-being is particularly noteworthy. Several participants argued that rigid English-only policies could actually be unprofessional if they created anxiety and fear, thereby hindering rather than helping learning. Such a view aligns with Sali's (2014) finding that Turkish pre-service teachers valued L1 use for reducing learner anxiety, and extends it by explicitly linking anxiety reduction to professional identity.

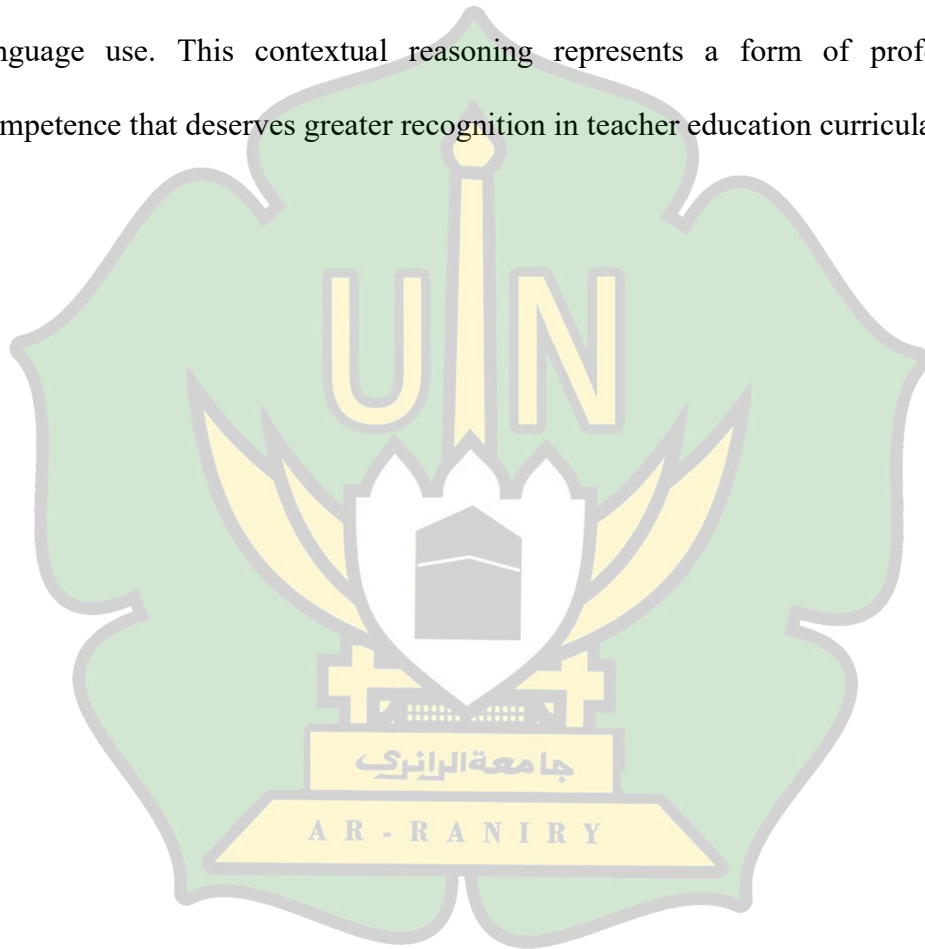
This redefinition has significant implications for teacher education. It suggests that pre-service teachers are capable of developing contextually responsive, student-centered professional identities when given opportunities to reflect on authentic classroom experiences. However, it also highlights a potential gap between what teacher education programs teach about professionalism and what pre-service teachers learn through practice. As Zacharias (2004) found in her survey of Indonesian tertiary English teachers, practicing educators often hold more positive beliefs about mother tongue use than what is typically promoted in teacher preparation programs. The present findings suggest that this gap may begin to form during the teaching practicum, when pre-service teachers first encounter the disconnect between campus ideals and classroom realities.

4. Contextual Factors as Determinants of Language Choice

A cross-cutting finding was the strong emphasis participants placed on contextual factors as the primary determinants of language decisions. Rather than holding fixed, decontextualized attitudes about whether local languages should or should not be used, participants consistently argued that language choices must be responsive to the specific teaching context. This finding aligns with Borg's (2006) concept of situated teacher cognition, the understanding that teacher beliefs and practices are shaped by and responsive to the particular contexts in which teachers work.

The contextual factors identified spanned multiple dimensions of the teaching environment. School location was one of the most frequently mentioned factors, with participants who taught in remote, rural schools reporting the highest levels of local language use. Student proficiency level emerged as the single most influential contextual factor, as all nine participants described adjusting their language use based on how well students understood English. This finding resonates with Sali's (2014) observation that Turkish EFL teachers used L1 more frequently with lower-proficiency learners. Grade level also shaped participants' decisions, with several differentiating between younger learners and older secondary students. Curriculum demands and time constraints represented a structural factor that several participants identified as influential, adding complexity to the language choice decision.

These results paint an image of pre-service teachers as thoughtful, active decision-makers who consider a variety of contextual elements before choosing their language approach. They do not simply apply rules learned in their teacher education programs but engage in contextual reasoning, weighing student needs, institutional demands, and pedagogical goals to arrive at situated judgments about language use. This contextual reasoning represents a form of professional competence that deserves greater recognition in teacher education curricula.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aimed to investigate pre-service English teachers' attitudes toward the use of local languages in English teaching and to explore how they perceive the role of local languages in supporting students' English learning. The study was conducted at the English Education Department of UIN Ar-Raniry, Banda Aceh, involving nine pre-service teachers who had completed or were undertaking their teaching practice (PPL). Using a qualitative descriptive design with semi-structured interviews and thematic analysis, the study yielded several key conclusions.

To begin with, pre-service English teachers at UIN Ar-Raniry hold complex, often contradictory attitudes toward the use of local languages in English teaching, characterized by a persistent tension between the English-only ideal instilled by their teacher education program and the pragmatic acceptance of local languages as a pedagogical necessity. The English-only ideal, while strongly held as a professional aspiration, was consistently challenged by the realities of Indonesian EFL classrooms, particularly in rural and remote school contexts where students' English proficiency was very low. Rather than abandoning their ideals, participants developed a form of principled pragmatism maintaining English-only as an aspiration while strategically using Indonesian and Acehese to ensure student comprehension.

Furthermore, pre-service teachers perceive local languages as playing a valuable dual role in supporting students' English learning. On one hand, all nine participants unanimously agreed that local languages function as effective scaffolding tools that support comprehension, clarify difficult concepts, facilitate instruction-giving, and reduce student fear of English. On the other hand, participants consistently identified significant risks associated with local language use, particularly the danger of student dependence, reduced English exposure, and slower proficiency development. Participants reconciled this tension by accepting the risk of dependence as a necessary trade-off, framing short-term comprehension support as preferable to the alternative of students learning nothing at all.

Moreover, the teaching practicum served as a transformative experience that fundamentally reshaped pre-service teachers' professional identities in relation to language choice. The majority of participants redefined professionalism not as adherence to English-only policies but as responsiveness to student needs and effectiveness in achieving student understanding. This redefinition represents a significant shift from language-based to outcome-based professional identity, grounded in authentic classroom experience rather than abstract principles learned in university coursework.

Additionally, pre-service teachers demonstrated sophisticated contextual reasoning in their language decisions, weighing multiple factors including school location, student proficiency level, grade level, curriculum demands, and classroom atmosphere. Rather than holding fixed, decontextualized positions, they developed context-responsive orientations that adapted to the specific needs of their teaching

situations. This contextual sensitivity represents a form of professional competence that deserves greater recognition and support in teacher education curricula.

Finally, all nine participants expressed a strong and consistent need for structured training in bilingual teaching strategies. They articulated a desire for planned, intentional approaches to translanguaging rather than the trial-and-error methods they developed during their practicum. This call for training was not limited to those who embraced local language use but was shared by participants across the full spectrum of attitudes, suggesting that it represents a genuine professional need rather than a particular ideological position.

In summary, this study concludes that pre-service English teachers navigate a complex terrain between the English-only ideals taught in their university courses and the multilingual realities of Indonesian classrooms. The goal, as articulated by participants themselves, is not to eliminate local languages from the classroom but to use them strategically as resources for building English proficiency making language learning a process of enrichment rather than replacement.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are offered for pre-service teachers, teacher educators and institutions, policymakers, and future researchers.

For pre-service teachers, it is suggested that they engage in critical reflection on their beliefs about language choice, recognizing that the English-only ideal instilled during coursework may need to be adapted to the specific contexts in which

they teach. They are encouraged to develop strategic, intentional approaches to local language use distinguishing between using local languages as a planned pedagogical tool and using them as a default practice. They should also assess student needs through observation and informal assessment before determining their language approach. Structured opportunities for English exposure, such as dedicated English-only moments within lessons, can help balance the need for both comprehension support and target language development.

For teacher educators and institutions, the findings suggest a need to integrate explicit instruction on translanguaging pedagogy and strategic bilingual teaching into TEFL methodology and microteaching courses. Teacher education programs should acknowledge the gap between theory and practice that pre-service teachers will encounter and provide structured spaces for discussing this tension. The important role of supervising teachers in shaping pre-service teachers' attitudes suggests that careful selection and preparation of mentor teachers should be a priority. Institutions should also expose pre-service teachers to diverse teaching contexts during their preparation, ensuring they are equipped for the range of settings they may encounter from urban schools with relatively English-proficient students to remote rural schools where Acehnese is the dominant language.

For policymakers, the findings support the development of flexible language policies that allow teachers to make contextually appropriate decisions about language use rather than mandating rigid English-only requirements. The consistent finding that local languages support comprehension, reduce anxiety, and build rapport suggests that translanguaging should be recognized as legitimate

pedagogical practice rather than a sign of unprofessional teaching. In regions such as Aceh where local languages are widely spoken, policies should acknowledge the multilingual realities of classrooms and support teachers in working across languages to facilitate learning.

For future researchers, several directions emerge from this study. Comparative research across multiple Indonesian universities and provinces would help determine whether the attitudes and perceptions found in this study are shared more broadly or are specific to the Acehnese context. Longitudinal studies following pre-service teachers from their training through their first years of professional practice would provide valuable insights into how attitudes evolve over time. Classroom observation studies would complement the self-report data of this study by examining what teachers actually do, rather than what they say they do. The specific role of Acehnese and other regional languages in English teaching warrants further focused investigation. Based on the expressed need for training found in this study, researchers could develop and evaluate translanguaging training programs to determine their effectiveness in preparing pre-service teachers for multilingual classrooms. Finally, large-scale survey research could assess attitudes across a broader population of pre-service and in-service teachers, providing a more comprehensive picture of how Indonesian English teachers navigate language choice in their professional practice.

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APENDICES

Appendix A

Appoinment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1486 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 33 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Status UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelagiasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 253/PMK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

KESATU

Mertunjuk Saudara
Dr. Ridaireva, M.A
 Untuk membimbing Skripsi

Nama : **Muzzammil**
 NIM : **228203861**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Pre-Service Teachers Attitude Towards Local Languages in English Language Teaching**

KEDUA

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA

Pembiayaan akibab Keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

KEEMPAT

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA

Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : **Banda Aceh**
 Pada tanggal : **30 Oktober 2025**


Dr. Ridaireva, M.A
 Dekan

Tembusan

1. Ditujukan Kepada Menteri Agama RI di Jakarta;
2. Ditujukan Kepada Menteri Agama RI di Aceh;
3. Ditujukan Kepada Menteri Agama RI di Aceh;
4. Ditujukan Kepada Menteri Agama RI di Aceh;
5. Ditujukan Kepada Menteri Agama RI di Aceh;
6. Ditujukan Kepada Menteri Agama RI di Aceh;
7. Ditujukan Kepada Menteri Agama RI di Aceh;
8. Ditujukan Kepada Menteri Agama RI di Aceh;

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-8880/Un.08/FTK.1/TL.00/11/2025
 Lamp : -
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
 Kepala LDC UIN Ar-Raniry Banda Aceh
 Assalamualaikum Warahmatullahi Wabarakatuh.
 Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203061
 Nama : MUZZAMMIL
 Program Studi/Jurusan : Pendidikan Bahasa Inggris
 Alamat : - Dusun Selatan, Cot lhok kee. Montasik kab. Aceh besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **PRESERVICE TEACHERS ATTITUDE TOWARDS LOCAL LANGUAGES IN TEACHING ENGLISH**

Banda Aceh, 07 November 2025
 An. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.
 NIP. 197508152001121002

Berlaku sampai : 12 Desember 2025

جامعة الرانيري
 A R - R A N I R Y

Appendix C

Confirmation Letter of Conducting Research at the English Language Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : phi.fika@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-300/Un.08/PBI/Kp.01.2/5/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Muzzammil
NIM	: 220203061
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Dusun Selatan, Cot Lhok, Kec.Montasik, Kab.Aceh Besar

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"PRE-SERVICE TEACHERS ATTITUDE TOWARDS LOCAL LANGUAGES IN ENGLISH TEACHING"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Mei 2026
 Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana



Appendix D

Interview Protocol and Question

INTERVIEW PROTOCOL

Research Title: : Pre-Service Teachers Attitudes Towards Local Languages in English teaching.

Time of Interview :
 Date :
 Place :
 Interviewer : Muzzammil
 Interviewee :
 Gender of Interviewee : Female/Male
 Position of Interviewee : Department of English Education at Ar-Raniry State Islamic University

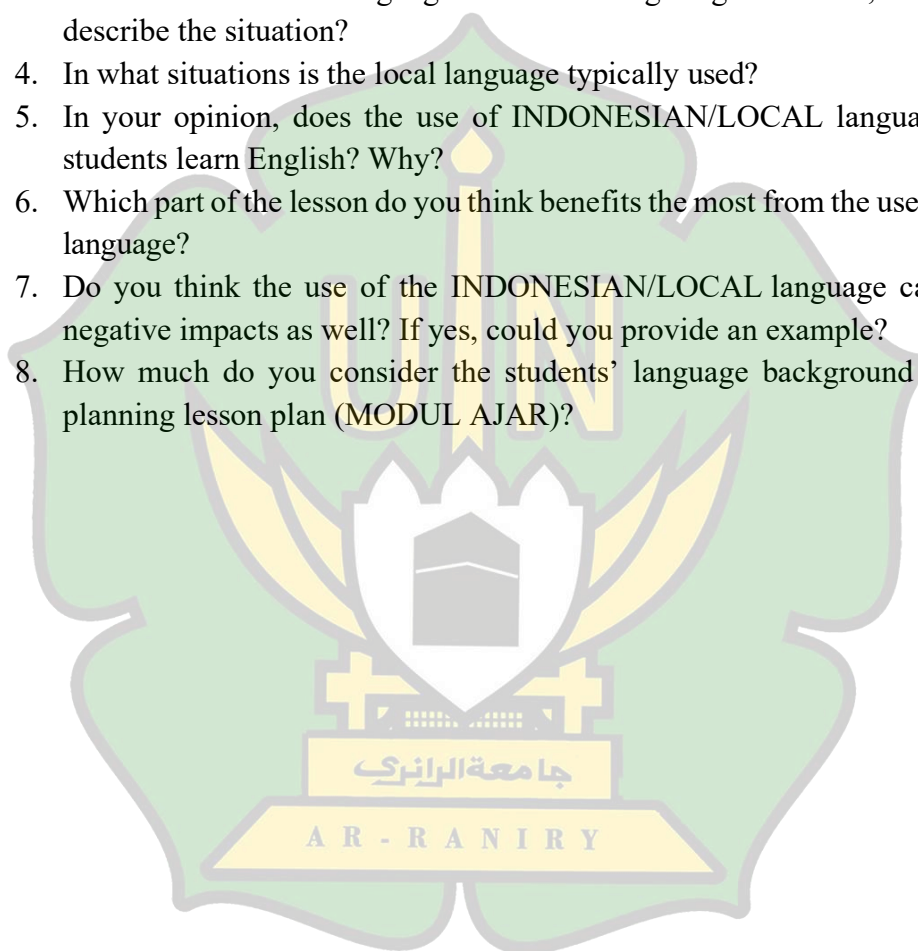
List of Interview Questions

A. Attitudes of Pre-service English Teachers Toward the Use of Local Languages in English Teaching

1. As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
2. Do you think using INDONESIAN/LOCAL languages can be considered professional for an English teacher? Why?
3. If you become an English teacher in the future, would you use an INDONESIAN/LOCAL language in teaching? In what situations?
4. Did your teaching practice (PPL) change your perspective on the use of INDONESIAN/LOCAL languages in the English classroom? If yes, how did it change?
5. Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
6. Is there anything else you would like to share about your experience or views on the use of local languages in English learning?

B. Perceptions of Pre-service English Teachers Toward the Role of Local Languages in English Teaching

1. Could you briefly describe your experience during the teaching practice (PPL)?
2. When teaching English, what languages do you typically use in the classroom?
3. During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
4. In what situations is the local language typically used?
5. In your opinion, does the use of INDONESIAN/LOCAL language help students learn English? Why?
6. Which part of the lesson do you think benefits the most from the use of local language?
7. Do you think the use of the INDONESIAN/LOCAL language can have negative impacts as well? If yes, could you provide an example?
8. How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?



Appendix E

Interview transcript

Interviewer: Muzzammil

Participant: DC

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
DC	My experience was probably not very special. It just so happened that when I was doing my PPL at the dayah or Islamic boarding school, the school was being renovated. So for 45 days, we didn't teach in classrooms. Instead, we taught in the hall, which was actually used for religious lectures. We taught and studied there
MZ	When teaching English, what languages do you typically use in the classroom?
DC	Okay, The Islamic boarding school is still basically very Arabic. They are not very exposed to English and are not even exposed to Indonesian. So mostly I use English as little as possible. But mostly 80% I use Indonesian. And the rest, if they still don't understand what I'm talking about, I will use the local language. 20% I use the local language.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
DC	Yes, I have. And that's actually quite normal. Because, again, their basic language is Arabic. And it's not that they don't like it, but they prioritize Arabic. And honestly, their Arabic is really good. As for the mentor or myself, we often use the local language to explain something if the students still don't fully understand what we have taught.
MZ	In what situations is the local language typically used?
DC	So, when explaining a material or giving instructions, when students encounter difficulties, I use Indonesian or the local language.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
DC	In my opinion, the use of local language is beneficial because many students still don't understand the instructions when we tell it in english, so I explain them in the local language.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
DC	In my experience, I use the local language more when instructing the children. When explaining the material, most of them understand Indonesian. But when doing assignments, many students still don't understand the instructions, so I explain them in the local language.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
DC	In my opinion, it has a positive impact.

	Because by using local languages the students have a better understanding of what we teach.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
DC	I think it's fine. If it helps and it's more appropriate, then it's fine. In fact, I think it can be recommended. Because the goal is to absorb knowledge and impart knowledge.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
DC	In my opinion, if it remains professional. Because teachers are actually assigned to teach. So, whether it's professional or unprofessional, I think it's still professional. Because teachers are actually there to teach. So, I consider it to be professional.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
DC	Okay. Before that, before I decide what language to use, I will survey the students again to see how they understand when I explain using language A and B, whether they are more comfortable using Indonesian or the local language, or even if it's only English. I think I will survey them again. So, I will look at the conditions and situation again, such as the classroom environment or situation and the students' understanding.
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
DC	Well, I have designed the modules and, of course, I have adjusted them from the first time I brought them to PPL, and there are some that I have modified. In the modification, I reconditioned how to raise awareness, how to make it as possible as possible for the students to fully understand what I am teaching. In my opinion, I am quite mindful about language selection. With different classes, that's where I observe their language, their understanding, and the class situation, conditions, their strengths, and weaknesses. I gather as much information as possible and then adjust my module accordingly.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
DC	In my opinion, from the moment I joined PPL and after participating in this PPL program, my view has remained that I, or English teachers, do not have to teach using English only.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguageing?
DC	In my opinion, it is necessary. Because we might speak using two languages continuously, right? But the children or students might not fully understand what we say or explain. Is the language we use too advanced for them or not

	So, in my opinion, translanguaging training is quite necessary.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
DC	Back to my opinion. In my opinion, before you teach, observe the class, the students, the current conditions and situation, what they like, what they don't like, what language they use, everything, how they understand the material. If possible, maximize your observation. So both the teacher and students can understand each other and be on the same page, and the knowledge being taught is 100% effective.



Interviewer: Muzzammil

Participant: NA

MZ	What is your general view about using local languages in the English classroom?
NA	Local languages can refer to Acehnese or Indonesian. In my opinion, using local languages is acceptable. During my teaching practice (PPL) at Babunnajah Islamic boarding school, the institution was known for having a language environment where English and Arabic were commonly used. However, based on my observation in the classroom, most teachers used Indonesian rather than English, and Acehnese was not used at all. Since it is a boarding school, Indonesian became the main medium of instruction, and I followed the same environment by using Indonesian in my teaching.
MZ	Can you describe a time during your PPL when you or another teacher used a local language in class? What happened?
NA	Yes, of course. English teachers often used Indonesian in class because I taught junior high school students who could not fully understand academic English. To reduce the language barrier between teachers and students, most English teachers used Indonesian to explain the learning materials. Based on my experience, using Indonesian made it easier to deliver the lesson and helped students understand the material better.
MZ	To what extent do you think using local languages affects students' English learning?
NA	Using the local language, in this case, Indonesian, does affect English learning. While it helps students, especially at the junior high school level, better understand the material, excessive use of Indonesian reduces their exposure to English. This limited exposure can slow their progress in becoming more comfortable with the language.
MZ	Do you believe that using local languages is professional for an English teacher? Why or why not?
NA	In my opinion, it is still professional. First, we live in Indonesia, where Indonesian is the main language. Professionalism is not determined by the language used in the classroom, but by whether the material is successfully understood by the students. If students understand the lesson, then the teaching process is effective and professional.
MZ	When (in what situations) would you choose to use a local language during a lesson?
NA	I use Indonesian when students struggle to understand difficult vocabulary or complex sentence structures in English. If students seem confused or disengaged, switching to Indonesian helps clarify the material and keeps them on track.
MZ	How do you think local languages can help students understand English lessons?
NA	Based on my PPL experience at Babunnajah, all teachers used Indonesian when teaching. We often used translation features or code-switching when

	students found certain materials difficult to understand. This helped students grasp the meaning more easily.
MZ	How do you balance using English and local languages in a lesson? Can you give an example?
NA	As I mentioned earlier, since we mostly used Indonesian, there was not much balance in terms of spoken language. However, the balance could be applied in the teaching materials. For example, even if the explanation was delivered in Indonesian, the learning materials such as texts, quizzes, or questions were presented fully in English. I preferred to focus on English in the materials while explaining them in Indonesian to help students understand better.
MZ	How has your PPL experience shaped your views about local language use?
NA	At first, I felt pressured because I thought that a boarding school would apply the direct method using full English. However, after observing my mentor teacher, who used full Indonesian, I realized that it was acceptable. The students understood the lessons well. When I applied the same approach, students became more active and asked more questions, such as the meaning of certain words, phrases, pronunciation, and interpretation. This experience shaped my view that using Indonesian helped students learn more effectively.
MZ	What factors influence your decision to use or not use local languages?
NA	The main factors are the students' proficiency in English and the lesson's objectives. If the students are struggling with understanding or if the material is too advanced, I use Indonesian to help them grasp the concepts. However, if the goal is to improve speaking or listening skills, I try to use as much English as possible, using Indonesian only when absolutely necessary.
MZ	How aware are you of your students' language backgrounds when you plan a lesson?
NA	I taught five classes with different characteristics. The classes were separated by gender, with three male classes and two female classes. Even among the male classes, Class A, B, and C had different levels of understanding. Therefore, I adjusted my teaching modules for each class. For example, Class A required fewer learning media because they understood the material better, while Class C needed more teaching media to support their learning.
MZ	Do you feel you need more training about bilingual or translanguaging strategies? If yes, what kind of training would help?
NA	Yes, I think it would be beneficial. Training could be conducted through online platforms such as Zoom or face-to-face sessions, where a speaker discusses issues related to bilingualism and translanguaging. Such training could become a valuable experience for teachers and help them develop their teaching skills.
MZ	Is there anything else you would like to add about your attitude or practice regarding local languages in English teaching?

NA	I agree that teachers need to be more aware of students' language backgrounds. At Babunnajah, Indonesian has been used for a long time, so some teachers may no longer be sensitive to students' linguistic development. As a future teacher, I believe it is important to be aware and pay attention to students' language use and how it affects their learning progress.
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Interviewer: Muzzammil

Participant: RY

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
RY	I taught at MTsN Darul Hikmah in Kajhu and my students pretty much present themselves as coastal people, because they really are from the coast, near the coast, so their character, the way they speak, it represents that they are coastal. As for them, they are typically tougher people, then their way of speaking is also rougher, always disciplined, really very tough. And I taught in two classes, class 7A and 7B, and in that school only grade 7 was taught using the Merdeka curriculum; grades 8 and 9 were taught through K13. Before, during observation, I observed all classes under mentor, grades 7 and 9. But when teaching, we changed, well not changed exactly, we divided: I was in grade 7, and my mentor in grade 9. So I use the Merdeka curriculum model to teach them, not K13. And also about what, yeah, that's it.
MZ	When teaching English, what languages do you typically use in the classroom?
RY	Of course, I use Indonesian because their English is very, very bad. Very low, really. I actually do utilise Indonesian when I teach English. I use Indonesian to teach English. They don't know anything yet, so they don't know anything. They don't know anything about basic English. Even when I enquired, "How are you?" They didn't know how to answer, "How are you?" What do you say when someone asks how you are? They didn't know what "how are you?" meant. And that's how much they don't know English. That's why I speak Indonesian. I thought they would know at least a little English at start. But the first time I uttered "introduction" in class, I used English first. I said, "Hello, my student." Then my mentor told me "use Indonesian saja ya", which means "just use Indonesian." That's why I teach them English using Indonesian.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
RY	We do utilise Indonesian to teach them English, of course. As I said before, they still don't know much or are particularly good at English. That's why we do that. They cannot understand at all if we teach them English in class using English. It's actually like going in one ear and out the other. That's the truth. That's why we teach English using Indonesian. Even if it might not be the best way for a teacher to teach English. But that's what kids need instead of not knowing anything. Because their situation demands the teacher to teach English using Indonesian, because their skill is still very low. So, use Indonesian the whole while you teach English. I also use a little English later on; I put it in so they become used to hearing it. I only translate again afterward. For instance, when I explain something, I say it

	in English and then translate it into Indonesian. So they know what that sentence means.
MZ	In what situations is Indonesian/local language typically used?
RY	So, when I teach a subject, I use Indonesian to teach English. For instance, I teach what descriptive text is in Indonesian after teaching about it. I once taught descriptive text in English, and when the supervisor saw it, they replied, "No, not like that." You have to utilise Indonesian, even when i just write on the board, like "the definition of descriptive text is bla bla bla," in English. And the supervisor really quickly stepped in and said, "Miss, please just speak Indonesian." They said they really don't get it. That's why I was shocked. That's when I learned to utilise Indonesian. So I learned from my supervisor that when I teach, I should utilise Indonesian. For example, when I teach descriptive text, I tell them that descriptive text is a text that describes a person or an item. So please explain it in Indonesian. Then there are the instructions. They actually don't understand English, therefore i should express that in Indonesian as well. I write the instructions in Indonesian when I make LKPD (student worksheet). They might not hear me if I only speak it in front of the class, so I also write it in Indonesian on the worksheet while they work with their friends in groups. I write everything in complete English for a test because the instructions are also in English. Then I explain the instructions again in Indonesian with them. For instance, how to answer questions one through five. Even if the instructions are already on the board in English, I utilise Indonesian again to convey them again. So they can better understand the directions. That's how it is. Then I talk about the words at most. That should use Indonesian. What does "spicy" mean, for example? I speak Indonesian. Hot or spicy means "spicy." Yes, all teachers should do it. But the most important thing is to communicate the material and the instructions. So they get it better.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
RY	I think it really helps the students understand if we speak Indonesian, especially when the kids proficiency are very low, as when I taught yesterday at my teaching practice. Because that's what they need. They need explanations in Indonesian. Because, as I said before, the kids I taught actually can't understand if English is used in class. It's like hearing something they don't know. That's why I use Indonesian to teach English and explain English.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
RY	The most benefits, in fact, everything. They all need to be explained in Indonesian. Like words. They also need to know how to say things in Indonesian. Because their level is still quite low. The most important thing is to explain the material. They also need to know how to do things in Indonesian. They need it everything. They need to speak Indonesian. But if I had to pick just one, the one that helped me the most, I guess it would be the part about conveying the material. For me, the most important thing

	about teaching in class or at school is that there must be materials. For instance, this meeting must explain descriptive text in the module. Then, at the following meeting, it should talk about how descriptive text is put together. That is what I think the teacher should finish or put first when they are teaching in class or at school. So, if I have to pick one, I think teaching the material to them is the greatest way to teach English using Indonesian.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
RY	The negative impact, of course, that will have a bad effect. Why? I think that if we teach English using Indonesian, the kids will become used to it. Later on, when they grow up or in the future when they speak English, they will definitely employ the translate-first approach in their thoughts using Indonesian. First, they will think of Indonesian, and then they will translate it into English. That's why I have kids in class when I ask them to write a three-line descriptive text. Because they are really not that good. When I ask them to write a three- or five-line descriptive text, they quickly employ the translate approach. Translate from Indonesian to English. Because why? Because the teacher speaks, explains, or teaches English using Indonesian. That's why student don't utilise English directly when they learn or when they make sentences or talk in English. I believe that is the worst effect. But it goes back to the state and the situation. If we don't use Indonesian, they won't be able to learn. Because that's how good they are. They might have to take that chance. A consequence they must endure. Because they still have that level of skill. The same goes for the other students. That might have a very bad effect on students who are more advanced. But it might be bad for the students I educate as well. But it's still bearable.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
RY	So I went to school on campus once. I remember being in Mr. Faisal's class. Mr. Faisal taught us that a good teacher is one who teaches English in English. Not utilising Indonesian to teach English. And what often happens among us is teaching English using Indonesian. So he really did tell us that it is bad. I mean, you don't need to do it. Don't use Indonesian to teach English. But that's what they really need while they're practicing. It turns out to be the best answer for that problem. Because the scenario makes us teach English using Indonesian. Even when we don't want to. This is not how I like to teach English using Indonesia. But that's what makes teachers teach them. First of all, I think the teacher has their own schedule. The schedule for lessons and the content. For instance, how many hours of teaching do you need to finish the chapter on descriptive text? We mention 24 hours of teaching, for example. How many times do you meet? We state, for example, 12 meetings. It has to be done by the end of those 12 meetings. And it has to be done because it has to have a deadline. It can't be less or more. But if it goes over, other things won't work right. And the kids really

	do need a long time to learn the content if the teacher uses English to explain it. Before, the teacher had a very short amount of time to teach the information. So, if the teacher utilises English to teach English, they need even more time to make sure their students actually get it. Because these kids need a long time to understand the topic when the teacher speaks English. It seems like everything is wrong with using English in class. So the right answer depends on the circumstances. In fact, the greatest way to teach English where I work is to use Indonesian. That is really the greatest answer. It depends on the situation. But if we teach smart youngsters, for example, then we don't need to utilise Indonesian anymore. Better to say it in English, like that. But I think that a good English teacher is one who teaches English in English, not in Indonesian. But keep in mind that it all depends on the situation. It depends on what the students really need. What their needs are like.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
RY	I used to think that a teacher who taught in Indonesian wasn't professional. I used to think that how teachers utilised language when they taught was a sign of professionalism. If they teach English, they should utilise English to instruct. That made me assume that a professional English teacher was right. But after I practiced personally, I learned that professionalism is not shown by that, but by how well the pupils can understand what their teacher has taught them. Why? Because the teacher has to give their kids the best when they educate. And that's the finest way for a teacher to be professional for me. How the pupils can simply understand what they teach, have pleasure, not be afraid, and not hate a language, a substance, or a subject. I believe that's the best job. From my point of view now. As I said, the teacher will really do their best for their students. Like teaching English, cutting down on Indonesian. But after looking at the circumstance and the conditions, it's not possible. That's why they speak Indonesian and not English in school.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
RY	I truly want to teach English to my students in English if I become a teacher in the future. That's the finest way, in my opinion. Sorry, but I don't think it's ideal if I teach in Indonesian. From what I learned on campus and what Mr. Faisal told us, it's best to educate in English. Because we teach English. That's why we need to talk in English. And it has a lot of effects, both on the pupils and on the students themselves. The teacher also has good effects. Both sides have really good effects. But it all depends on what happens in the future. Because it would be a waste, in my opinion, if the teacher speaks English, talks in English, and teaches English using English, but the students' English skills are very low. They don't comprehend anything, therefore it's a waste for them to learn. Because schools have things they want to do. Not the same as tutoring. If you're tutoring, for example, we have fun. The most crucial thing is that they know how to

	train kids to get better at English. But if kids have to do well in school, it really has to be seen in what they do well. Because kids will eventually get report cards, there are tests, and the teacher has a deadline, which is termed the “process protocol.” This is something that must exist, therefore that’s what they must do. It will be very different when you tutor. So it’s actually harder to teach in school, a little bit, so I hope that if I become a teacher in the future, I can teach my kids with English, using English, because I’m an English teacher, but that depends on the situation again. It is necessary to assess the scenario and the students to determine their needs.
MZ	How much do you consider the students’ language background when planning lesson plan (MODUL AJAR)?
RY	When I make a lesson plan, I don’t think too much about their language skills; I think more about their capacity and competency. For instance, I teach 7A and 7B in my class, which is grade 7. This was the first time they used the “kurikulum merdeka” teaching approach, therefore the teachers there were also using that curriculum for the first time. And I think the curriculum is extremely, incredibly high for the grade level. Compared to the curriculum from 2013, it’s already substantially higher. So, when I make the lesson plan, I think about how well they can do it. For instance, when I talked about descriptive text earlier, I meant that it should have a structure with long paragraphs. The first structure is identification, the second is the main part (the describing), and the third is the conclusion or closing. It has to be large paragraphs in the “kurikulum merdeka” also. But if we give them that and tell them to write that text, they truly can’t. So, when I construct the lesson plan, I tell the students to write a few lines of descriptive text in the student worksheet (LKPD). For example, the first structure is just one line long, which you might call identifying. The first structure in descriptive text is just the identify or first introduction, which is just one line long. The second structure is only three lines long, and the third structure is only one line long. So, that’s really different from what the “kurikulum merdeka” wants, which is for one text to have a lot of paragraphs and lines. But all I want from them is two lines or six lines. That alone is too much for them; six lines is already hard, and some just make one line. They truly can’t, extremely low, not can’t, more like haven’t been able yet, they haven’t been able with English. So, I really think about how good they are. But I don’t think about their language too much when I make the lesson plan. When I’m teaching in class, I think about their language the most when I’m explaining something. Language is speaking, and they need to grasp what we’re saying in order to understand. I speak Indonesian there so they can comprehend better. But when I make the lesson plan, I think more about how well they speak English.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
	This truly made me think differently about utilising Indonesian in the classroom. Why? First, I learned in college that a teacher should teach

RY	English in English, not Indonesian. The second time I taught was at Joy Course, a tutoring center where the pupils spoke English quite well. The teacher there must speak English all the time, but they can mix in a little Indonesian. So I thought, "I need to be a teacher who speaks English in class." And that changed right away, wow, right away. I had to utilise Indonesian in class, which was a surprise. So, during the introductions, my supervising teacher corrected me right away. I was at the back of the class, and when I introduced myself in English, I said, "Hello, my students, good morning," and the teacher said, "Miss, please use Indonesian." Second, when I was teaching and my supervisor was watching, I wrote in English on the board, even though I had written in simpler words. I had to write in simple English that readers could comprehend, and I only had to write a few lines. I summarised several chapters in my book in just two or three lines. Even that, my supervising instructor came to the front when I was writing and said right away, "Miss, from now on, use Indonesian. For example, the meaning of descriptive text must be in Indonesian, not English." And that really changed how I thought about things. For example, it seems that a teacher's professionalism is not shown by how well they speak English in class. Instead, a good teacher is judged by how well their students understand what they teach. That is the most crucial thing. That's what made me change my mind. We can use Indonesian in class, and that's not improper. Using Indonesian in class isn't as horrible as we thought it would be. Because that depends on what is going on. It depends on what the student requires. That's what they need. That's what they want. For example, if we teach English in class with their current level of skill, it's meaningless since they can't do anything. Not in a tutoring center, but especially in school. They can still do it if it's at a tutoring class. They will come back to class next month. They come back the next few months. No issue. We don't have a schedule. You have to be able to achieve this in this amount of time. We don't have a schedule. The most important thing is that we teach in class. Nothing out of the ordinary. We need to have a timeline in school, though. You have to be able to perform this in a given amount of time. That's already been decided. That's why I believe it actually transformed how I see things.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
RY	It's easy for everyone, but especially Indonesians, to use Indonesian in class when they are teaching English. But I think we need to learn too. I mean training for the teachers on what portions of the technique to use when teaching Indonesian in class or English using Indonesian in class. For instance, my mentor told me that when teaching English in class, the explanation of the content must be posted on the board in Indonesian, not English. For example, the definition of descriptive text has to be written in Indonesian. If my mentor hadn't told me, I wouldn't have known that technique was needed or that it was excellent. So, I think we too need training like that. We need training to learn how to teach English in class

	using Indonesian and where to do it. For instance, that the writing part should likewise be in Indonesian. My mentor taught me that, not a training program. It would be ideal, though, if there really existed training like that. For instance, maybe how the student worksheet (LKPD) should be set up and what it should look like. It's not enough to just explain things; teaching is more than that. That's not just for that. But also how we make sure they actually get it from the worksheet, then from the reading, and finally from the grammar. We might not know of better ways to do things. I didn't know the method before, but it turns out that creating definitions in Indonesian is also a good idea. My mentor taught me that. I think we need training like that too. Oh, this is how it's better for teachers when we utilise Indonesian in class.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
RY	I have really said everything from the start to the conclusion. But I truly want to state again that it's not harmful, incorrect, or unprofessional for a teacher to use Indonesian in class. Because trust me, every teacher wants to do their best for their pupils. But they need to pay attention to what the students can do, what they require, and what's going on in the class. So, in that case, it could be appropriate to use Indonesian in class. Perhaps it is the best solution, given the pupils' skills in the class. So, in my opinion, a teacher's professionalism isn't just about how they speak or what language they use to teach English. It's also about how well the kids or students in the class understand the material, can finish the worksheet, and then follow the teacher's instructions. That's what I want to stress here. That's all I have to say.



Interviewer: Muzzammil

Participant: SH

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
SH	Let me begin with my experience. The student's character may have started my PPL experience. We may already know that rural students have diverse characters. They have good manners but little interest in learning. Because of that, class atmosphere becomes heterogeneous. Although they respect us as PPL teachers, students sometimes be sluggish about studying. They believe the PPL teacher will add a new vibe to their class. But again. Rural student's personalities are diverse, making it hard for them to enjoy school. Their learning interest is low. My teaching experience often requires more creative thinking. We PPL teachers at that school must be smart about adjusting to those pupils first. By viewing our student's personalities and classroom atmosphere as Well As solving those situations. Perhaps my teaching experience at that school required considerable creativity to keep students interested in listening and learning.
MZ	When teaching English, what languages do you typically use in the classroom?
SH	As the English teacher at the school, I used English. It may be a few percent. Since the school is in countryside learners usually speak their native language. Indonesian is 40% and the mother tongue is 60%. Because they mostly speak Acehnese for communication. I spoke Indonesian and English in class. Since I couldn't speak Acehnese or the Mother Language.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
SH	My mentor and I taught English in Indonesian or the regional tongue during PPL. When my supervising teacher and I conveyed the curriculum in English, students didn't always understand. Because the school is rural and kids speak the regional language, they would have trouble understanding what we taught. Because students had trouble comprehending English, my supervisor and I taught in Indonesian or the local tongue.
MZ	In what situations is the local language typically used?
SH	In situations like teaching the subject, giving instructions, and dealing with students who had trouble understanding lessons, In such conditions, we as English teachers could not force our will that we must speak English to them. Because in that school, English is still "English phobia" (extremely unfamiliar), meaning they find it hard to comprehend.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
SH	I think using Indonesian or the local language helps students learn English because the school is in a rural area and English is still very unfamiliar. This makes it easier for us as teachers to teach and for them to understand.

	I think using Indonesian and the local language helps children learn English, especially in rural schools.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
SH	we often used Indonesian or the local language when explaining, instructing, or repeating explanations to struggling students.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
SH	And in my opinion the use of Indonesian or local languages certainly also has negative impacts. For example, those students will experience dependence on our help. For instance, when I as a PPL (teaching practice) teacher give instructions in English, they will largely not understand what I convey. So I have to give those instructions in a different language version, namely the mother tongue or national language, which will make it easier for them to understand the instructions I give. Now, because the school's English is indeed still very lacking, that will make the students at that school dependent. When given instructions or new vocabulary they will immediately ask, like, "Miss, what's the meaning? What does it mean, Miss?" So they ask right away without trying first. I think using the local or national language in an English class is a limitation. They're dependent. This dependence will also limit their English acquisition in my opinion.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
SH	My attitude toward using Indonesian or the local language as an English teacher in my class will not be antipathy but I will use it strategically. When the local language or national language is needed to help them understand what we convey, I will use it. But not as an escape because I do not know how to explain the material, rather as a means to help them better understand what is conveyed or what is being learned in that class.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
SH	I think using Indonesian or the local language in an English class is still professional because professionalism is measured by how well the teacher teaches the material and helps students understand it. Using the local or national language in class does not determine a teacher's professionalism; rather, a teacher's professionalism is measured by their ability to deliver the material by helping struggling students.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
SH	Maybe I'll see where I'm placed, the school's situation, and the student's qualities first. I use Indonesian or the local language when my students require it to study. If my students are capable without my explanation or support with their local or national language, I may focus on English. When I become an English teacher, I'll first observe my student's qualities, problems, and needs. When needed, I will utilize the local or national

	language, but when they are capable enough, I will restrict or reduce its use.
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
SH	I think background should be a priority when compiling the language section of a teaching module because I will include a Language Support section that map words, I think my students may find difficult and provides visuals or similar words in Indonesian or local languages in their worksheets later. I will prioritize Language Support when creating a module.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
SH	I did change my perspective after PPL. PPL changed my perspective since before PPL, I thought a successful English-taught class used 100% English to explain English, give students directions in English, and other things that required English. After undergoing PPL, I understood that a successful English class is where students feel safe and are not scared to experiment, even if they combine English with Indonesian or their local language.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
SH	I think translanguaging training is important because as prospective teachers, we need to learn planned techniques, not just mixed randomly, or because the school is in a rural area and we don't prioritize teaching English and only use the local or national language. As I said, prospective teachers must prepare, not just mix it randomly, so we know when to transition to another language to help or improve our students to learn without losing the essence of English. Special translanguaging training is needed.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
SH	Perhaps my final message is that using the local or national language in class is not a sign of our failure as teachers, but rather a sign of respect for our students' identities, as I experienced at my rural school where students initially thought English was a phobia, very difficult and something they didn't want to know about. In such a school, our main goal is to make learners love English first. If students love English, are no longer fearful, or are willing to study it, the language will flow. I suppose my point is that teachers and potential teachers must first know where their school is, what the children are like, and the classroom atmosphere. If students encounter problems from the start, teachers must solve them. Thus, such instructor thinking will make learning more fun.

Interviewer: Muzzammil

Participant: SL

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
SL	My PPL experience was quite challenging, but also meaningful because the school was undergoing renovation. So, all teaching activities were moved to a school further away. Classes were held from afternoon until late afternoon, which affected the students' energy and focus. The facilities were limited and the classroom atmosphere was sometimes uncomfortable, but this situation helped me learn how to adapt to and manage real classroom conditions.
MZ	When teaching English, what languages do you typically use in the classroom?
SL	I usually use a combination of English and Indonesian. I try to use English for greetings, simple explanations, and examples to expose students to the language. However, I often switch to Indonesian to make sure that students clearly understand the lesson and do not feel confused.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
SL	Yes, both my mentor teachers and I often use Indonesian and sometimes the local language. Most students were not very familiar with English, and many teachers at school often use the local language in everyday communication. Due to this situation, I have to adopt the use of Indonesian and sometimes local languages, even though I teach foreign languages to help students feel more comfortable and connected.
MZ	In what situations is the Indonesian/local language typically used?
SL	Indonesian or local languages are mainly used when explaining new material, translating difficult vocabulary, and giving clear instructions, as well as helping students who seem confused or are hesitant to ask questions. It is also used to manage the class and keep students focused.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
SL	Yes, it really helps students a lot by using Indonesian or the local language, making it easier for them to understand and reducing their fear of English. This is very helpful because classes are held in the afternoon, when students are tired and less focused.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
SL	In my opinion, vocabulary learning, grammar explanation, and overall understanding of the lesson are the most beneficial. Using Indonesian helps students understand the meaning and concepts more quickly and clearly, although when I use the local language, it makes students feel more connected to the lesson. So, I use both Indonesian and the local language

MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
SL	Yes, there are negative effects if they are used too often. Students may become too dependent on Indonesian or the local language. And less confident in trying to use English independently in lessons. That is why we must be professional like Do not to use the local language too often or frequently. Because students may become dependent on Indonesian language, so they do not try their best to speak English. They only try to understand, but they dont try to speak English.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
SL	As a pre-service English teacher, I believe that Indonesian or the local language can be a useful tool. However, it should be used carefully, and only when it necessary, so that English remains the main language and must be the language most exposed to students.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
SL	I think English can still be considered professional as long as it is used for educational purposes. Using Indonesian to help learners understand difficult words or using local languages really helps learners understand difficult words because learners are more familiar with them. They mostly use local languages in everyday communication. Therefore, when we try to teach English, we must make it contextual or connect it to the words we want to say in English, so that they recognize the meaning really well because they recognize the local language. Using Indonesian or the local language to help students understand difficult materials and show that the teacher is responsible to the students' needs. So, I think teachers can still be considered professional English teachers because they use Indonesian or the local language.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
SL	Yes, I think I would use Indonesian or the local language in certain situations, such as explaining complex topics, giving important instructions, or supporting students with low English proficiency, especially at the beginning of the lesson. For example, my PPL took a place a village that very far from the city. So, they are not really familiar with English. They only know very simple words. So, I think that when I want to speak in English, I have to translate into Indonesian. So, if they are not really familiar with Indonesian, I have to translate into the local language, which is Acehnese. So, I have to speak in Acehnese, Indonesian, and English at the same time because I need to make sure my students really understand what I am talking about. So, it's very difficult for teachers because sometimes when we force ourselves to speak entirely in English in class to make them really familiar with English, I don't think that's a good idea because when we try to speak in English, they really don't understand. I think when we teach in schools

	that are really far from the city, maybe they are not familiar with English. They are forced to speak in the local language. Even when we try to speak in Indonesian, they don't really understand because they usually speak in Acehnese. So, I use three languages. I speak in English first and then translate into Indonesian, and if they are still confused when I speak Indonesian, I try to use Acehnese language as much as possible
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
SL	I really consider the language background of learners because of their familiarity with English affect how they understand the material. Knowing their background helps me choose the appropriate methods and language level. So, in English, there are language levels when we try to speak in English. So, I try to use very simple words to make them really understand and remember what I say. For example, when I say, "Can you repeat that?" or "Can you repeat after me?" it is very difficult for them to remember the translation, the meaning when I speak in English. That is why we need to know their background so that we know how to teach them well and make things clearer for them with simple words.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
SL	Yes, my PPL experience changed my perspective. Before PPL, I believed that English should always be used. But after learning in real classroom situations, I realized that flexible language used is sometimes necessary.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
SL	Yes, I think a special training is important. It will help future teachers understand how to use two languages effectively without reducing students' exposure to English. That's why I think it's important. Because when we don't try to practice, we don't know how to make words really clear to convey when we try to speak English in class. So that's why we need practice. We need to see how we can speak English effectively. Like when we want to convey something, deliver something. So that's why it's very important to have a training about bilingual teaching.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
SL	Overall, my PPL experience taught me that training conditions are not always ideal. teaching in the afternoon, limited facilities, and an uncomfortable learning environment required me to be flexible, creative, and thoughtful, especially in choosing language that would help with the training. I think that's all.

Interviewer: Muzzammil

Participant: SM

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
SM	I felt more weary during my PPL. On the first day, the supervising teacher requested me to teach right away. So there was no mentoring; he just told me to teach right away. At first, that supervising teacher only delivered 4 class periods. Then, all of a sudden, he was sick. I had to take all of his classes, which were 14 in one week for the PPL. So that was tiring.
MZ	When teaching English, what languages do you typically use in the classroom?
SM	I think it's a mix, but we try to use as much English as we can. However, we also look at the students. There are some courses where the children might not comprehend if we use English, so we sometimes translate to Indonesian first, like in class C. We have to utilise all Indonesian because they can't speak English at all.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
SM	For example, we had a class about figurative language. We tried to explain it in English, but they didn't get it, so we utilised Indonesian language to help them understand. Maybe we use Indonesian when giving instructions.
MZ	In what situations is the Indonesian/local language typically used?
SM	Maybe when giving instructions.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
SM	Yes, it does help. English is not a second language; it is a foreign language. In fact, the students can't understand if we make them use English. So, when we teach in Indonesian, students understand better and it sticks with them more.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
SM	Instructions part, since grammar is different in Indonesian, so instructions part, because vocabulary, most of them can manage it, since they are pesantren students, it's only the instructions.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
SM	Sometimes it's negative too, for example when we give tests, because we get used to giving instructions in Indonesian, then they want Indonesian. So that's sometimes negative, they become dependent on Indonesian, for example we ask them to make a descriptive text, they want it in Indonesian, so then what's the difference between the English lesson and Indonesian lesson.

MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
SM	Even though I have no problem with it, there are times when we have a “minute of English.” This means that for a period of five minutes, it is required that student speak only in English. It is not acceptable to use Indonesian during this time. If someone uses Indonesian, they will not be excused and will be punished.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
SM	It still seems professional in environments like these because not all of the students can speak English. It’s good to use Indonesian instead of English all the time and make them nervous in class. So teachers don’t always use Indonesian because they’re not professional; sometimes they do it because they see what’s going on in the class.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
SM	Indonesian probably always, and sure, I will use it. So, in this case, Indonesian. I will definitely utilise it. I might use English for talks. So I don’t like it when we exclusively speak English in class, because not all students can. It also depends on the students, unless we teach in a boarding school. No matter where iare sent, that’s how it will be.
MZ	How much do you consider the students’ language background when planning lesson plan (MODUL AJAR)?
SM	So first I teach and then I look at the pupils’ circumstances. After that, I change the RPP. for examples LKPD (worksheet for students). When I provide LKPD, I have to make sure they can answer it. Actually, if I’m not wrong, in classes at the far end like class 2C or class J, it’s sometimes fully Indonesian. Because students don’t really understand it. They’ll yell at us to speak Indonesian if we teach in English.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
SM	I think I do. In PPL, the teacher teaches from the first to the third week. If I’m not wrong, the pre-service teachers start teaching in the fourth week. So, if I never actually learned how to educate multilingual students, I should first see how the PPL teacher does it. PPL really change my insight about the use of English language in education system.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
SM	Yes like I have said before using two languages in classroom in a bit challenging if we never use them before. The level of vocabulary in education and in everyday communication is different that’s why, we as pre-service teacher have to take a special training about translanguaging.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?

SM	Perhaps we as pre-service teacher should raise the teacher's attention to the situation of our students.
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Interviewer: Muzzammil

Participant: TM

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
TM	For the first question, I have PPL experience. The PPL is performing well and helping us learn, especially in teaching. I received so much theory experience and knowledge. We apply concepts in class. Now I know how to handle a certain student from PPL. Like their personalities, which are very different. I should then manage time like I learned. Preparing for class and teaching topics. How to manage class situations. My PPL experience was great overall.
MZ	When teaching English, what languages do you typically use in the classroom?
TM	I speak full English. Give a fully English question after explaining and giving an example. Even though they don't understand my words and lessons. At least I try to speak English in class. While in class. It will be totally English.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
TM	That is the exact thing I just expressed in the last answer for my mentor. he uses English all the time in class. When my mentor and I teach in class, we speak just English. But sometimes we need to translate a little bit into Bahasa for the students. Because not all of the students in the class can fully understand English. We use Indonesian when we teach, like when we learn or offer examples. And then we do the quiz and the exercise in full English.
MZ	In what situations is the local language typically used?
TM	So the reason that we apply Indonesian Language in class, which is it doesn't, I mean a lot. We utilise it when the learner doesn't understand what my mentor and I are trying to teach them. So we need to convert into Bahasa, but not completely. we also blend English with indonesian languages. So, yes, it's like when we teach them about the subject or when we tell them what the exercise's rule is or the quiz's rule. That's all I mean. Not all the time.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
TM	So I think that speaking their own language helps students understand what the teacher is saying or teaching them. When the teacher speaks just English. So Indonesia, I mean, using the local language doesn't help them understand what they're learning. But just the hint, I mean the hint. The learner will have to determine what the teacher meant when they stated a few words in local Bahasa. They're probably going to think, "Oh, the teacher is going to teach us about this, that, and those." I think this will benefit them. I mean for the student who really wants to learn or study English. So, this inquiry is obviously for the hint. No, not like, "Oh, you

	don't understand what I said, so I'll explain it in Bahasa Indonesia." That's not how it works. Do you understand what I mean? Yes.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
TM	Yeah, I'm not going to lie, though. From what I've seen, some of them who are interested in studying English or learning English are usually language learners. The setting that helps them use the local language, especially when it comes to vocabulary. Because they could understand the syntax and the content. And then, and then another hand, most of them, because they don't appear in the same circumstance. Because some of them already know a lot more English than the others. Or, you know, they like English, therefore they might be better than the other student. So, for the remainder of the students, I mean, the local language helps them in most situations. So, the answer is about how well you grasp the content. So, most of the students don't know English since they don't want to learn it. So, they just need a little help, like what I told you, to understand the information in Bahasa Indonesia or another local language. That's all there is to it.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
TM	Like I stated. Because if we talk about bad things, I agree with this. If we use or just translate what we say and what we teach today, we just translate it into Bahasa. So, the student is unable to upgrade their english level. Because they don't need to, I mean, they don't strive to understand what the teacher is saying. Because the teacher speaks both Bahasa and English in class. If the teacher only spoke English in class, all the students had to keep pushing themselves, whether they wanted to or not. I mean, students really need to do their best to absorb the content and answer the exercise question. We utilise Bahasa Indonesia a lot in class, which is harmful for them.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
TM	My attitude doesn't change when I speak English or when I need to speak Bahasa Indonesia, which is the native language. So, I don't have a different mentality when I utilise it. So, yes, I'm just going to keep going. I use formal words, but not completely formal. I mean, I use polite words, and whether I switch to Bahasa or a local language, it's still the same. I mean, it's not that different.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
TM	In my perspective, it will still be professional if we apply part of the local language in this case in Indonesia, especially Aceh, where not many students are interested in English. Some students can understand what the teacher is saying in English, but not all of them can. The teacher needs to get better at this. The teacher should know when to speak in the local language, not all of the time, but just in certain situations. For example, while talking about the exercise guidelines or the question, or only some

	significant things about the subject, but not everything needs to be translated. So, if you ask me if there is a professional, I would say yes, there is one, because of the way things are right now in Indonesia, especially in Aceh.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
TM	Of course, I will use English all the time, but I will also use Indonesian or a local language in some situations. But if I become a teacher in the future and the students' language skills are good, like English is not minimum, I will only use English and won't need to use Indonesian or a local language. That's my answer.
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
TM	I do really care about students language level when creating lesson plan , I think about the level of these students. When I was a teacher in PPL, I knew that the student was not quite at a higher level, but it was just minimum or minimum low, so I should be more focused on this. I will not be able to balance my material with the student, so I should know their level first, like when I came into their class once or twice, and then I can plan my lesson.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
TM	I don't think there will be any change, but what I've been thinking about, especially in Aceh, is that our students' level of English is so low, and it's kind of sad. I mean, even though they are very low, they don't want to learn English, so I think it's hard for them, but I need to keep pushing them to learn. I mean, like, the perfect, exactly perfect perspective, I don't think I have a perfect perspective, like English is bad or Indonesian is bad. Just like I said before, when in class, using fully English is good. Oh, I think this is my perspective: using fully English is more effective than using Indonesian.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
TM	Yes, of course, because they need to be more skilled and know how to put themselves in the students' shoes when they teach. When you teach, it's not just about telling them about the material; you also need to know how the students are feeling and what they're thinking about while you teach them, and then how to implement the material so they can understand it. So this is pretty hard. If the teacher doesn't learn about it before, they need to train for it. The teacher also needs to understand what the word means in both English and the local language. Yes, I think so.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
TM	I believe that's plenty for me. I've been talking for a long time, and I think you might grasp my point of view and what I did before I started teaching.

	Okay, I suppose that's all, Mil. Thank you very much for letting me be one of your interviewees.
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Interviewer: Muzzammil

Participant: ZA

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
ZA	My teaching practice was in an elementary school. Because the students were still children, I couldn't use 100% English during lessons. Even using 50% English was not feasible. I had to use Indonesian to better explain the lessons to my students
MZ	When teaching English, what languages do you typically use in the classroom?
ZA	In my classroom, I typically use a combination of English and Indonesian. While I try to teach in English, I use Indonesian for better explanations and to ensure the students understand the content clearly
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
ZA	There usually is, let me clarify first. My PPL was in an elementary school. Well, because we are still in elementary school, where the students are still children. Of course, teachers there cannot use 100% English. Even 50% is not possible. So, of course the teachers there, including myself, used Indonesian to give better explanations to the children about the lessons I taught or other teachers taught there.
MZ	In what situations is the local language typically used?
ZA	The local language is used primarily when explaining complex concepts or when students are not able to understand English instructions fully. For instance, I use Indonesian to clarify instructions or to answer questions that students might have about the lesson.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
ZA	I believe that the use of the local language does help students, especially in the beginning stages of learning English. However, it can also reduce exposure to English, which is essential for language acquisition. While the local language helps with understanding, it should not be used excessively, as too much use of the local language can hinder the development of English proficiency.
MZ	Which part of the lesson do you think benefits the most from the use of local language?
ZA	The part of the lesson that benefits most from the use of the local language is the explanation of difficult concepts or instructions. For example, when students don't understand a word or instruction in English, I use the local language to explain it better, ensuring they grasp the lesson's key points.

MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
ZA	Yes, using the local language too much can have a negative impact. For example, when the teacher constantly uses Indonesian in the classroom, it reduces the students' exposure to English. This limited exposure may make it harder for students to improve their English skills in the long term.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
ZA	As a pre-service English teacher, I believe that using local languages should be minimized, especially for higher-level students. While it is necessary in elementary classrooms, it is better to try and use English as much as possible in upper secondary school settings to maximize English learning.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
ZA	No, I don't think using local languages in an English classroom is professional, especially for older students. To help students truly learn English, they need more exposure to the language, and using the local language too much can undermine that goal.
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
ZA	If I become an English teacher, I would use the local language only when necessary, especially in explaining difficult concepts. I would try to use as much English as possible, particularly for high school students, to help them learn English effectively.
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
ZA	I am very aware of my students' language background when planning lessons. In public schools, many students have weak English skills, and some may not even be able to form correct sentences. I make sure my lesson plans accommodate these varying levels of proficiency, incorporating explanations in the local language when needed.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
ZA	Yes, my teaching practice did change my perspective. I realized that using the local language is necessary for younger students, especially those who are not yet proficient in English. It helped me understand the importance of balancing local language use with English exposure.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
ZA	Yes, pre-service English teachers could benefit from training on how to effectively use two languages or translanguaging strategies. For example, training in code-switching or how to explain concepts using both languages would be beneficial for teachers who struggle to switch between languages effectively.

MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
ZA	I believe that teachers need to be more attentive to their students' needs. Sometimes, teachers focus too much on teaching in full English, even when the students are not ready for it. Teachers should pay attention to those who need more help and use local language strategically to support them.



Interviewer: Muzzammil

Participant: ZU

MZ	Could you briefly describe your experience during the teaching practice (PPL)?
ZU	At first I was very excited to take this teaching practicum because it was my first time going directly into the field, and it turned out that when I was already in the field the practicum did not match my expectations. Previously I thought the challenges during the practicum were only about teaching strategies. It turned out that one time in the field, specifically at my practicum school, my biggest challenge was not in the teaching strategies, but in how to handle the students. I was placed at a practicum school located quite remotely, so the students' characteristics were very challenging for me.
MZ	When teaching English, what languages do you typically use in the classroom?
ZU	When I taught English, the dominant language I used in class was actually Indonesian. As I explained earlier, my placement was at a fairly remote school, far from the city center. So let alone communicating or explaining in English, many of them did not understand Indonesian well; they even asked me to transliterate it into their regional language, Acehnese.
MZ	During your teaching practice, have you or your mentor teacher used Indonesian or local language when teaching English? If so, could you describe the situation?
ZU	My mentor teacher or the English teacher at the school used Indonesian and even Acehnese, the regional language, a lot during my practicum, as I said before. This was because the students at that school didn't know much of the national or local language, let alone English, which is an international language. So the teachers at that school taught English by translating it into the local/indonesian language.
MZ	In what situations is the local language typically used?
ZU	Indonesian or Acehnese was often used at the practicum school to translate the book's contents from the student handbook, including both the questions and the narratives. This was because most of the students didn't know much English and didn't have dictionaries. So they wanted us to be the translators for them.
MZ	In your opinion, does the use of INDONESIAN\LOCAL language help students learn English? Why?
ZU	Indonesian or Acehnese does help in teaching and learning, but if this keeps happening in class and for a long time, I don't think it helps because the language we use is not English, even though the subject is English. In my perspective, this is effective if used only in some places or a small percentage. But if it becomes very dominant, I think it actually impedes the development of English learning itself.
MZ	Which part of the lesson do you think benefits the most from the use of local language?

ZU	Indonesian/Acehnese language plays an important role in translation such as vocabulary, and also in the instructions for questions where it is much needed.
MZ	Do you think the use of the INDONESIAN\LOCAL language can have negative impacts as well? If yes, could you provide an example?
ZU	Yes, Indonesian/local language might also be bad for English classes, especially as I said before. If we use it more than English, the subject's language, then students aren't really making progress or learning new English because we often utilise the national language or Acehnese.
MZ	As a Pre-service English teacher, what is your attitude towards using local languages in the classroom?
ZU	Personally, I actually disagree if in English lessons a teacher dominantly uses Indonesian or the local language. Because schools now already have specific subjects: there is Indonesian language subject and there is regional language subject, usually included in local content subjects. So my suggestion is that usage of these should be minimized in English lessons. If the subject is English, we should focus on English only. Maybe for translation we can translate into a simplified version of English. Or we could provide some imagination or illustrative imagery like that.
MZ	Do you think using INDONESIAN\LOCAL languages can be considered professional for an English teacher? Why?
ZU	In my opinion, using Indonesian in the process of teaching English is actually permissible and does not mean we are unprofessional, but it must be used in the proper proportion. It does not mean we should dominate the English lesson with the national language or Indonesian. Especially if we are teaching at levels like junior or senior high school, I think that is less effective
MZ	If you become an English teacher in the future, would you use an INDONESIAN\LOCAL language in teaching? In what situations?
ZU	Yes, maybe in the future if I become an English teacher, I will first adjust to the school where I am placed. If I am placed in a school far from the city in a remote area and the students are still unfamiliar with English, I will use Indonesian. But if I am placed in a school with a good grade, perhaps a boarding school where they speak English and Arabic every day, I will not use Indonesian so it depends on my placement and the school level. I would only use Indonesian when I had to, like when I was translating words that learners didn't understand. We might also make jokes or use humour with students to keep them interested in learning tasks. You might need that sometimes.
MZ	How much do you consider the students' language background when planning lesson plan (MODUL AJAR)?
ZU	Yes, of course I consider the students' language background, but the teaching modules I will prepare later are also adjusted to the curriculum in force at that time. It doesn't mean that if the students are in a school with a lower level, I will ignore the curriculum. That's impossible because they also have to follow the times; in other words, they must have standards

	based on the curriculum. Maybe the level differs only in the learning process or perhaps the student worksheets are slightly different from those of students in more advanced schools.
MZ	Did your teaching practice (PPL) change your perspective on the use of INDONESIAN\LOCAL languages in the English classroom? If yes, how did it change?
ZU	Yes, this teaching practice (PPL) has taught me many lessons, especially in teaching strategies. Before I went to the field, I assumed that if the subject was English, the teacher would automatically use English or at least 50/50. At minimum, they would use around 50% English in the learning process. But when I actually went to the field during PPL, what I observed was that Indonesian/local language was more dominant compared to English.
MZ	Do you think Pre-service English teachers need special training regarding the use of two languages or translanguaging?
ZU	I think teachers as educators really need training, especially in teaching strategies, and incoming teachers should be advised: if the subject is English, we should prioritize focusing on English. Even though we will use Indonesian, there must still be a distinction between English lessons and Indonesian lessons. Going forward, training is needed for teachers to provide an outline of how to teach English and how to combine or mix two or more languages in the English learning process. That is necessary.
MZ	Is there anything else you would like to share about your experience or views on the use of local languages in English learning?
ZU	I would want to add something: if we want to teach, especially English, we need to do more than only teach vocabulary. We also need to find ways to get learners interested in English. We know that a lot of students, especially those in lower secondary school, don't care about English. Let alone other subjects; they are even less interested in Indonesian it is our job as a group. We need to come up with ways to get students or the next generation interested in English in the future. They can still learn, even though it's hard.

AUTOBIOGRAPHY

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