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Appendix 1. Research Permission Later



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NOMOR : 1060 / KP-UKAW/M.7/XII.2025

Kepada
Yth, Gubernur Nusa Tenggara Timur
Cq. Kepala Dinas Penanaman Modal & Perizinan Terpadu Satu Pintu Prov. NTT
Di –
Kupang.

Yang bertanda tangan di bawah ini :

1. Nama	: Dra. Anggreini D. N. Rupidara, M.Si, Ph.D
2. NUPTK	: 7157746647230103
3. Pangkat /Go./Ruang/Gaji	: Penata Tk.I / III D
4. Jabatan	: Dekan FKIP UKAW Kupang
5. Lembaga/Instansi/Universitas	: Universitas Kristen Artha Wacana Kupang.

Menerangkan bahwa :

1. Nama	: Ayu Sany Taneo
2. N I M	: 21130042
3. Semester	: IX (Sembilan)
4. Pada Fakultas / Progd	: KIP / Pendidikan Bahasa Inggris
5. Pada Tahun Akademik	: 2025/2026

Adalah benar Mahasiswa/i. Fakultas Keguruan dan Ilmu Pendidikan Universitas Kristen Artha Wacana Kupang, maka bersama ini kami kirimkan surat keterangan Mohon Ijin Penelitian kepada Bapak/Ibu dalam rangka meningkatkan Output Universitas Kristen Artha Wacana Kupang khususnya FKIP, maka setiap mahasiswa/i. yang akan menyelesaikan Studinya wajib untuk menyusun Karya Ilmiah (SKRIPSI), guna memperoleh gelar sarjana (S1).

Sehubungan dengan perihal di atas maka kami mohon kesediaan Bapak/Ibu untuk memberikan Ijin Penelitian bagi mahasiswa/i dimaksud.

Judul Penelitian: TEACHERS' STRATEGIES TO OVERCOME THE USE OF MOTHER TONGUE IN ENGLISH LEARNING AT SMA NEGERI KUALIN.

Lokasi Penelitian : SMA Negeri Kualin , Kab. TTS

Demikian surat ini dibuat dan dipergunakan sebagaimana mestinya.



Kupang, 11 Desember 2025

Dra. Anggreini D.N. Rupidara, M.Si, Ph.D
NUPTK - 7157746647230103

Tembusan :

1. Rektor UKAW
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3. Ka. PSPBI - FKIP
4. Mahasiswa/i. yang Bersangkutan.
5. Arsip



PEMERINTAH PROVINSI NUSA TENGGARA TIMUR
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SURAT KETERANGAN SELESAI PENELITIAN
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Yang bertandatangan dibawah ini Kepala SMA Negeri Kualin menerangkan:

Nama : Ayu Sany Taneo
NIM : 21130042
Universitas : Universitas Kristen Artha Wacana Kupang
Fakultas/Prodi : KIP / Pendidikan Bahasa Inggris

Telah selesai melaksanakan penelitian dengan judul : **TEACHERS' STRATEGIES TO OVERCOME THE USE OF MOTHER TONGUE IN ENGLISH LEARNING AT SMA NEGERI KUALIN.** Pada tanggal 20 Sampai dengan 21 Januari 2026

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kualin, 10 Februari 2026
Kepala SMA Negeri Kualin



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Appendix 2. Research Instrument

RESEARCH INSTRUMENT

Interview Instrument

This is a list of quotations for an interview with an English teacher

1. *How often do students use their mother tongue during English lessons?*
2. *In what situations do students usually use their mother tongue?*
3. *What challenges do you face when students use their mother tongue?*
4. *What strategies do you use to reduce students' use of their mother tongue?*
5. *Do you encourage students to use English during classroom interaction?*
6. *Do you apply an English-only rule in your classroom?*
7. *What activities do you use to encourage students to speak English?*
8. *Do you sometimes use the students' mother tongue?*
9. *How do you help students understand difficult material?*
10. *Do you use visual media or gestures?*
11. *How do students respond when asked to speak English?*
12. *What do you do if students use their mother tongue?*
13. *How do you motivate students to speak English?*
14. *Why do students still rely on their mother tongue?*
15. *How effective are your strategies?*

Observation Instrumen

No	Observation Aspects	Teacher 1	Teacher 2
1	The teacher uses English as the main language of instruction		
2	The teacher occasionally uses Indonesian to clarify explanations		
3	The teacher avoids using students' mother tongue during the lesson		
4	The teacher encourages students to speak English during classroom interaction		
5	The teacher reminds students to use English when they speak		
6	The teacher gives clear instructions in English		
7	The teacher repeats explanations using simpler English when students do not understand		
8	The teacher uses gestures or body language to explain meaning		
9	The teacher uses visual media such as pictures or board examples		
10	The teacher creates activities that require students to speak English		
11	Students attempt to respond to the teacher in English		
12	Students sometimes use their mother tongue with classmates		

13	The teacher reminds students when they use their mother tongue		
14	The teacher motivates students to speak English		
15	The teacher gives positive feedback when students speak English		

Appendix 3. Transcript of Observation

TRANSCRIPT

Day/date : Monday, January 20, 2026 (first Observation)

Time/place : 09.00-10.00/ offline interview

Class : 11

Teacher : Muhamad Nasrul Aba Nuen, S.Pd

Q: *Selamat pagi pak, terima kasih atas waktu dan kesempatan yang bapak luangkan, saya ingin mewawancarai bapa dengan beberapa pertanyaan.*

Q: *How often do students use their mother tongue during English lessons?*

A: *Students sometimes use their mother tongue when they communicate with their friends during classroom activities. However, it does not happen very frequently because during the lesson I usually use English as the main language of instruction. Sometimes students use their local language when they want to clarify something quickly with their classmates, especially during group discussions.*

Q: *In what situations do students usually use their mother tongue?*

A: *Students tend to use their mother tongue when they encounter difficulties in understanding certain vocabulary or instructions. For example, when they work in groups and they want to explain something to their friends, they may switch to their local language because it feels easier for them.*

Q: *What challenges do you face when students use their mother tongue?*

A: *One challenge is that students may rely too much on their mother tongue and become less motivated to try expressing themselves in English. When this happens, the opportunity for them to practice English becomes limited. Therefore, I try to encourage them to use English more frequently.*

Q: What strategies do you use to reduce students' use of their mother tongue?

A: One strategy I use is conducting the lesson mostly in English so students become familiar with the language. I also give simple instructions in English and encourage students to respond in English when answering questions or presenting their ideas.

Q: Do you encourage students to use English during classroom interaction?

A: Yes, I always encourage students to use English as much as possible during classroom interaction. I tell them that making mistakes is part of the learning process and that they should not be afraid to try speaking English.

Q: Do you apply an English-only rule in your classroom?

A: I do not apply a strict English-only rule because I understand that students are still learning the language. However, I encourage them to use English whenever possible, especially when they communicate with me or when they answer questions in class.

Q: What activities do you use to encourage students to speak English?

A: I usually use activities such as pair work, group discussions, and short presentations. These activities give students opportunities to practice speaking English with their classmates in a more relaxed situation.

Q: Do you sometimes use the students' mother tongue?

A: No, I do not use their mother tongue because I am not a native speaker of their local language. Instead, I usually use English during the lesson and sometimes Indonesian if the explanation needs to be clearer.

Q: How do you help students understand difficult material?

A: *When students find the material difficult, I try to explain it again using simpler English. Sometimes I also provide examples or use Indonesian to make sure that students understand the concept.*

Q: ***Do you use visual media or gestures?***

A: *Yes, I often use gestures, facial expressions, and sometimes pictures or examples written on the board. These strategies help students understand the meaning of words without relying too much on translation.*

Q: ***How do students respond when asked to speak English?***

A: *Some students respond positively and try to speak English, although their sentences may not be perfect. However, there are also students who feel shy or lack confidence when speaking English in front of the class.*

Q: ***What do you do if students use their mother tongue?***

A: *When I notice students using their mother tongue, I usually remind them politely and encourage them to try expressing their ideas in English instead.*

Q: ***How do you motivate students to speak English?***

A: *I try to motivate students by giving positive feedback when they try to speak English. Even if they make mistakes, I appreciate their effort and encourage them to continue practicing.*

Q: ***Why do students still rely on their mother tongue?***

A: *In my opinion, students rely on their native language because it is the language they use in their daily life. In addition, their English vocabulary is still limited, so they feel more comfortable expressing their ideas in their local language.*

Q: ***How effective are your strategies?***

A: I believe these strategies are quite effective because, gradually, students become more confident in using English. Although they still sometimes use their native language, I can see that they are trying to use English more often during classroom activities.

Day/date : Monday, January 20, 2026 (Second Observation)

Time/place : 09.00-10.00/ offline interview

Class : 10

Teacher : Desy M. Natty, S.Pd., Gr

Q: *Selamat pagi ibu, terima kasih atas waktu dan kesempatan yang ibu luangkan, saya ingin mewawancarai ibu dengan beberapa pertanyaan.*

Q: *How often do students use their mother tongue during English lessons?*

A: *Students sometimes use their mother tongue, particularly when they communicate with their classmates during group work. However, during teacher–student interaction they usually try to use English or Indonesian.*

Q: *In what situations do students use their mother tongue?*

A: *They usually use it when discussing answers with their friends or when they are not sure how to express something in English.*

Q: *What challenges do you face?*

A: *The main challenge is encouraging students to feel confident using English because many of them are afraid of making mistakes.*

Q: *What strategies do you use?*

A: *I try to provide opportunities for students to practice speaking English through interactive classroom activities.*

Q: *Do you encourage students to speak English?*

A: *Yes, I always encourage students to speak English during classroom activities, even if they only use simple sentences.*

Q: *Do you apply an English-only rule?*

A: *I encourage English use, but I do not apply a very strict rule because the main goal is that students understand the lesson.*

Q: ***What activities do you use?***

A: *I usually use pair work, group discussions, role play, and short presentations.*

Q: ***Do you use the students' mother tongue?***

A: *No, because I am not a speaker of their local language. Therefore, I use English and sometimes Indonesian when necessary.*

Q: ***How do you help students understand the lesson?***

A: *I give examples, repeat the explanation, and sometimes write sentences on the board to make the meaning clearer.*

Q: ***Do you use visual media?***

A: *Yes, sometimes I use pictures, gestures, or examples to help students understand the material.*

Q: ***How do students respond?***

A: *Some students respond enthusiastically and try to speak English, while others still need encouragement.*

Q: ***What do you do if students keep using their mother tongue?***

A: *I remind them and encourage them to try speaking English so they can improve their skills.*

Q: ***How do you motivate students?***

A: *I motivate them by giving positive feedback and creating a supportive classroom atmosphere.*

Q: ***Why do students rely on their mother tongue?***

A: Because it is the language they use every day and they feel more comfortable using it.

Q: How effective are your strategies?

A: I think the strategies help students gradually use more English during classroom activities.

No	Observation Aspects	Teacher 1	Teacher 2
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1	The teacher uses English as the main language of instruction	✓	✓
2	The teacher occasionally uses Indonesian to clarify explanations	✓	✓
3	The teacher avoids using students' mother tongue during the lesson	✓	✓
4	The teacher encourages students to speak English during classroom interaction	✓	✓
5	The teacher reminds students to use English when they speak	✓	✓
6	The teacher gives clear instructions in English	✓	✓
7	The teacher repeats explanations using simpler English when students do not understand	✓	✓
8	The teacher uses gestures or body language to explain meaning	✓	✓
9	The teacher uses visual media such as pictures or board examples	✓	✓
10	The teacher creates activities that require students to speak English	✓	✓
11	Students attempt to respond to the teacher in English	✓	✓
12	Students sometimes use their mother tongue with classmates	✓	✓
13	The teacher reminds students when they use their mother tongue	✓	✓

14	The teacher motivates students to speak English	✓	✓
15	The teacher gives positive feedback when students speak English	✓	✓

Appendix 5. Documentation



