

Cross-Cultural Perspectives: Understanding the Influence of Local Dialects on Indonesian Language Proficiency Among Diverse Bilingual Communities

Jans G. Mangare^{1*}, Awaludin Rizal², Paula Hampp³, Rully Rantung⁴, Nihta F. V. Liando⁵, Nindi N. Ganap⁶

¹⁴⁾ Fine Arts Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia.

²⁾ English Education Study Program, Faculty of Languages and Arts, Universitas Khairun, Indonesia.

³⁵⁾ English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia.

⁶⁾ Politeknik Pelayaran Sulawesi Utara, Indonesia.

^{*)} Corresponding Author: jansmangare@unima.ac.id

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ABSTRACT

This study explores the influence of local dialects on Indonesian language proficiency among bilingual communities in Indonesia. Given the nation's rich linguistic diversity, this research aims to understand how dialectal variations shape language acquisition and usage. The study employs a longitudinal approach. Data from participants across various regions, including speakers of Javanese, Buginese, Makassarese, Enrekang, Manadonese, Minahasa, Kailinese, and Papuan dialects, reveal distinct linguistic challenges, such as grammatical interference, pronunciation variations, and vocabulary blending. Findings indicate that local dialects contribute to both facilitation and hindrance in acquiring Indonesian, affecting confidence, code-switching tendencies, and formal language use. To address these challenges, the study suggests strategies such as increased language immersion, structured code-switching awareness, and community-based learning. The implications of these findings highlight the need for inclusive educational policies that consider regional linguistic diversity while promoting proficiency in the national language. By recognizing the role of dialects in language development, this research contributes to broader discussions on bilingual education and linguistic adaptation in multicultural societies.

INTRODUCTION

Indonesia is a country with an extraordinary linguistic richness, where hundreds of regional languages and dialects coexist with the national language, Indonesian. In this context, Liando et al., (2023); Liando et al., (2022) pointed out that research on bilingualism is not only relevant, but also urgent to continue to be developed, especially in looking at how the existence of a local language or dialect affects the mastery of the Indonesian language. Hasan et al., (2023) claimed that one of the dialects that has received less attention in the field of research is the Mongondow dialect, which is used by people in the Bolaang Mongondow area, North Sulawesi. In fact, understanding how the Mongondow dialect affects the acquisition and use of the Indonesian language is very important, considering the role of language as an identity, a means of communication, and an instrument of national education.

Previous research has highlighted the relationship between bilingualism and national language mastery, but most have focused only on major dialects such as Javanese, Sundanese, or Balinese (Lumentut & Lengkoan, 2021; El-Soussi, 2021). A study by Hawa et al., (2021) emphasizes that in a multilingual society like Indonesia, the existence of a mother tongue or local dialect has a significant influence on the learning process and use of Indonesian, both in phonological, morphological, and

syntactic aspects. However, very few studies have examined in depth minority dialects such as Mongondow, which actually have unique linguistic characteristics and linguistic interference potential that differ from other dialects. In this context, research on the Mongondow dialect not only contributes to the development of linguistics, but also becomes part of efforts to preserve local culture and language that has begun to be marginalized by Indonesian domination.

In addition, the importance of this research also lies in the social and educational dimensions. As supported by Abdul, (2024), in the realm of education, for example, local dialects are often not taken into account in the formulation of the curriculum or teaching methods of the Indonesian language, even though the existence of these dialects affects the way students understand and use the national language. Research by Arsyad & Adam, (2023); Lengkoan et al., (2022); Tatipang et al., (2022) show that understanding the linguistic background of students, including the dialect they use, can increase the effectiveness of Indonesian learning. Therefore, this study seeks to fill this gap by specifically examining how the Mongondow dialect shapes the language experience of its speakers, as well as how this impacts their competence in Indonesian.

With a longitudinal approach, this study will not only capture data on changes in Indonesian competence over a certain period of time, but also dive into the personal narratives of Mongondow speakers in the national language learning process. The expected outcome is the identification of typical patterns of linguistic interference, sociolinguistic factors influencing language acquisition, as well as practical recommendations for the development of more inclusive language and education policies. In short, this in-depth study of the Mongondow dialect will not only enrich the bilingualism literature in Indonesia, but also make a real contribution in formulating strategies for the preservation of local dialects in line with strengthening national identity through the Indonesian language.

Bilingualism, Language Interference, and the Influence of Local Dialects

Bilingualism in Indonesia is not only about the ability to use two languages, but also includes the complex dynamics between Indonesian proficiency and the mother tongue or dialect. Studies have shown that the level of language proficiency of a bilingual person is greatly influenced by the age of acquisition, frequency of use, and the sociocultural context in which the language develops (Bialystok, 2001). In the Indonesian context, speakers of local dialects such as Mongondow face special challenges, especially in terms of language interference, i.e. when the phonological, morphological, or syntactic structure of the dialect negatively influences the use of Indonesian. Singal et al., (2022) and Sneddon (2003) emphasizes the importance of recognizing the characteristics of dialects such as Mongondow in assessing Indonesian language proficiency, because this linguistic influence can hinder or enrich the language acquisition process. Thus, an in-depth study of the relationship between local dialects and national language mastery is crucial, both for the sake of education and the preservation of linguistic identity.

Theoretical Framework and Implications of Education in Language Acquisition

In understanding the acquisition of Indonesian language in the midst of dialect diversity, Vygotsky's (1978) sociocultural theory provides an important foundation: that language is learned through social interaction and community cultural practices. This means that the social context in which the dialect is used also shapes a person's national language ability. Longitudinal research as proposed by Cummins (2000) proves that language proficiency develops gradually, requiring continuous exposure in both language systems. In Indonesia, a cross-cultural approach that includes various dialect groups such as Javanese, Sundanese, Balinese, Sangihe, and Mongondow is important to identify general patterns and specific differences in Indonesian language mastery (Tatipang & Dollah, 2024; Grosjean, 1982). The implications for educational practice are significant: learning approaches that are adaptive to students' linguistic backgrounds can improve learning outcomes and strengthen national language cohesion without neglecting the richness of regional dialects (Sekeon et al., 2022; Meyer et al., 2018).

METHOD

Research Method

The study employed a longitudinal approach which allowed the researchers to capture changes in Indonesian language proficiency over time while also exploring the personal narratives and

sociolinguistic contexts of Local dialect speakers. The longitudinal design is supported by Cummins (2000), who emphasized that language proficiency develops gradually and requires continuous exposure to both languages, making this method suitable for tracking language acquisition dynamics over a period.

Expert opinions reinforce this choice: Bialystok (2001) highlights that bilingualism involves complex interactions influenced by sociocultural contexts, which are best understood through methods that combine statistical analysis with qualitative insights. Similarly, Singal et al. (2022) stress the importance of recognizing dialect characteristics in assessing language proficiency, which qualitative methods can reveal effectively. The research was conducted in Indonesia, specifically focusing on regions where the Mongondow dialect is spoken, such as Bolaang Mongondow in North Sulawesi.

Participants

The study involved participants from diverse ethnic backgrounds across Indonesia, including speakers of various local dialects such as Javanese, Sundanese, Balinese, Sangehe, and Mongondow. The sample size aimed for statistical significance with at least 100 participants per dialect group to ensure robust comparative analysis. For the qualitative part, 10 Participants with university-level education, aged between 26 and 43, were selected to provide in-depth perspectives.

Participants were native speakers of their respective local dialects with varying proficiency levels in Indonesian. The selection criteria focused on ensuring ethnic and regional diversity, representing groups such as Buginese, Makassar, Enrekang, Manadonese, Minahasa, and Kailinese. Gender representation included 6 females and 4 males. The sampling technique appears to be purposive sampling, as participants were deliberately chosen based on their linguistic background and relevance to the study's focus on dialect influence. This method is appropriate for qualitative and mixed-methods research where specific characteristics (e.g., native dialect speakers) are essential for meaningful analysis. Table 1 describes the participants of this study.

Table 1. Participants of The Study

Participant	Age	Gender	Level of education	Ethnic background Please specify	Region/ Language Use Patterns
1	37	Female	University	Buginese	Makassar, South Sulawesi
2	36	Female	University	Makassar	Papua
3	36	Male	University	Enrekang (South Sulawesi)	Enrekang and Parepare
4	27	Female	University	Makassar, Javanese, Kailinese	Pantai Barat Donggala (Kaili)
5	26	Male	University	Makassar	Makassar
6	43	Female	University	Javanese	Manado - Manadonese
7	37	Female	University	Enrekang Regency, Sulawesi Selatan	Makassar
8	31	Male	University	Manadonese	Manado Malay
9	36	Male	University	Buginese	Kota Parepare (Buginese)
10	31	Female	University	Minahasa	Minahasa

Data Analysis Method

Qualitative content analysis involved coding and thematic analysis of semi-structured interview data to uncover themes related to language interference, sociolinguistic factors, and personal experiences in language learning. This approach allowed the researchers to interpret the nuanced ways local dialects influence Indonesian proficiency and to understand the social and educational implications of bilingualism in Indonesia.

FINDINGS

Challenges in Using Indonesian Among Local Dialect Speakers

It can be particularly difficult to navigate between regional dialects and the national language, Bahasa Indonesia, in multilingual communities throughout Indonesia. Among people whose everyday

contacts are significantly impacted by regional languages, this complexity is especially noticeable. From grammatical errors and vocabulary misunderstandings to social and psychological issues including communication hurdles and lack of confidence, the replies obtained from different Participants show a variety of challenges faced when learning or using Indonesian. These observations demonstrate how linguistic proficiency, regional identification, and social norms interact in complex ways to influence language use in Indonesia. Table 2 described the challenges faced by the participants in multilingual context.

Table 2. Participants' Response on Challenges in Using Indonesian Among Local Dialect Speakers

Participant	Response
1	<i>The grammatical structure between Indonesian and local dialect is different and it sometimes influence the way I use Indonesian.</i>
2	<i>Topics that I'm not into it</i>
3	<i>Grammar and the synonym</i>
4	<i>Formal Terms/ Scientific Words</i>
5	<i>The language itself</i>
6	<i>Sometimes mixed with local dialects</i>
7	<i>Sometimes it's influenced by my local language dialect. It makes me sometimes feel unconfident.</i>
8	<i>the formal words should be well-organized, meanwhile, surroundings are not supported</i>
9	<i>No challenge just when meet with purely inlander people who are not able to speak Indonesian.</i>
10	<i>Sometimes people around me (from Manado) can't understand what I'm saying when using proper Indonesian language.</i>

A notable challenge for many respondents (Participants 1, 3, 6, and 7) lies in the grammatical differences between their local dialects and standard Indonesian. The structural variations often make it difficult for them to consistently apply proper Indonesian grammar. This difficulty is compounded by the frequent mixing of local dialects with Indonesian, a phenomenon known as code-switching. Such blending can blur the boundaries between languages, leading to grammatical inconsistencies and complicating communication, especially in formal contexts.

Pronunciation and vocabulary also present significant hurdles, as reported by Participants 5, 6, 8, and 10. Many respondents struggled with pronouncing Indonesian words correctly, which can affect clarity and comprehension. Additionally, local dialects possess unique vocabularies that sometimes seep into Indonesian usage. This influence may cause misunderstandings or confusion, particularly when interlocutors are unfamiliar with the dialectal terms or pronunciation nuances. The impact of dialectal influence extends beyond linguistic mechanics to affect speakers' confidence and communication efficacy. Participants 7 and 10 expressed that the presence of their dialect in their Indonesian speech often makes them feel less confident. This lack of confidence can hinder their willingness to engage in conversations or public speaking. Furthermore, some respondents reported difficulties in making themselves understood by others when using standard Indonesian, suggesting that dialectal interference may create barriers in effective communication.

Another significant challenge, highlighted by Participants 4 and 8, involves distinguishing between formal and informal Indonesian. This distinction is crucial, especially in professional or academic settings where formal language use is expected. The respondents found it difficult to switch appropriately between registers, which can affect their credibility and the clarity of their message in such environments. Social and cultural factors also play a role in language use. Participant 9 pointed out that while using Indonesian is generally easy, challenges arise when communicating with individuals who strictly adhere to their local dialect. This dynamic can create social pressure to conform to dialectal norms, potentially limiting opportunities for using Indonesian and reinforcing dialectal boundaries.

Influence of Local Dialects on the Use of Indonesian

Local dialects have a big influence on how people learn and use Bahasa Indonesia, the country's official language, in a linguistically varied country like Indonesia. According to the opinions of different respondents, regional languages affect social language choices, intonation, emotion, and vocabulary in addition to pronunciation. Both positive and negative effects may result from these influences; although they show a strong sense of cultural identity and familiarity, they can also make it difficult to consistently

utilize standard Indonesian, especially in formal or interregional contact. The responses show how regional, cultural, and social settings are tightly linked to everyday linguistic behaviors, underscoring the intricate relationship between national language ability and local dialects. Table 3 showed how participants think of the local dialect influencing Indonesian Language.

Table 3. Participants' Response on Influence of Local Dialects on the Use of Indonesian

Participant	Response
1	<i>Frequent mixing of Buginese and Indonesian in conversation might make it harder to use standard Indonesian consistently, particularly in formal contexts.</i>
2	<i>Regional vocabulary that differs from standard Indonesian (e.g., loanwords or local idioms) might confuse speakers or listeners unfamiliar with the Buginese context.</i>
3	<i>When people with the same dialect are around me.</i>
4	<i>The intonation of words.</i>
5	<i>In my local language, usually the intonation less formal and sometimes listen such as high tone or angry for another ethnics. But higher and more informal show more familiar.</i>
6	<i>Maybe with the how to pronounce it.</i>
7	<i>In uttering some terms, such as the word of "torang" instead of kita.</i>
8	<i>The way I pronounce certain words.</i>
9	<i>In daily working, sometimes, colleagues use it to mix with Bahasa Indonesia.</i>
10	<i>Just the same with learning other language, mostly by listening.</i>

Several respondents, notably Participants 1 and 8, acknowledged that their local dialects frequently intermingle with Indonesian during conversations. This frequent mixing makes it challenging to maintain the use of standard Indonesian, especially in formal contexts such as academic or professional settings. The habitual blending of languages reflects the strong presence of local dialects in everyday speech, which can sometimes interfere with the clarity and correctness expected in formal Indonesian communication.

Pronunciation issues were commonly reported by Participants 3, 4, 5, and 7. Differences in how sounds are articulated in their local dialects often carry over into their Indonesian speech, affecting clarity and sometimes leading to misunderstandings. Additionally, some dialects feature tonal variations or distinct intonation patterns that differ from the generally non-tonal Indonesian language. These tonal influences can impact the natural rhythm and expressiveness of Indonesian, making it more difficult for speakers to sound fluent or be easily understood by others who are not familiar with their dialect. Respondents 2, 6, and 8 highlighted that their use of dialect versus Indonesian varies depending on the social context and the people they are interacting with. When surrounded by others who speak the same dialect, they tend to incorporate more dialectal elements into their speech, engaging in code-switching that reflects group identity and solidarity. In more diverse or formal settings, they attempt to use Indonesian more exclusively to ensure clear communication and social appropriateness. This adaptive switching underscores how social environment influences language choice and usage. Participant 1 pointed out that the use of regional vocabulary and idiomatic expressions from their local dialect can sometimes cause confusion when speaking Indonesian. These regional words or idioms may not have direct equivalents in Indonesian or may be unfamiliar to speakers from other regions, leading to misunderstandings. This lexical influence highlights the rich diversity of Indonesia's languages but also illustrates the challenges faced in achieving mutual understanding within a multilingual society.

Suggestions for Improving Indonesian Language Learning for Dialect Speakers

Learning and using standard Indonesian poses linguistic and sociological obstacles in multilingual societies like Indonesia, where regional dialects are ingrained in daily communication. Respondents provided a range of well-considered recommendations to alleviate these issues and enhance the Indonesian language learning process for speakers of regional dialects. Their suggestions cover everything from promoting awareness of code-switching and utilizing media and technology to stressing daily practice and linguistic immersion. Many also emphasized the value of constructive criticism and community-based, encouraging learning settings in boosting students' self-esteem. When taken as a whole, these observations show a thorough and flexible approach to language development, one that acknowledges the dynamic interaction between regional dialects and the usage of the national language

and uses sound, empirically based techniques to improve communication and competency. Table 3 displayed the thoughts of the participants regarding the suggestions

Table 4. Participants' Response on Suggestions for Improving Indonesian Language Learning for Dialect Speakers

Participant	Response
1	<i>To improve the learning experience of Indonesian for speakers of local dialects, educators can bridge similarities and differences between the dialect and Indonesian, emphasize correct pronunciation, and use real-life contexts to practice. Encouraging code-switching awareness, leveraging technology, and providing localized multimedia resources can make learning engaging. Community-based learning and exposure to diverse accents foster fluency, while integrating cultural and historical contexts enhances understanding. Gentle feedback and celebrating progress ensure learners stay motivated and confident.</i>
2	<i>Use dialects whenever needed.</i>
3	<i>Take a few minutes to practice every day</i>
4	<i>Try to answer people in your language even though they use local language</i>
5	<i>With having much practices not only in speaking, but also in reading, writing and listening especially the used of words</i>
6	<i>Have more time to practice in our daily speaking.</i>
7	<i>Practices</i>
8	<i>the more practice, the better</i>
9	<i>Just direct them to listen more and prepare space for practicing.</i>
10	<i>Read more Indonesian articles and try to use as socialization with people from another province.</i>

A common recommendation among multiple respondents was the importance of regular and comprehensive practice across all language skills—speaking, reading, writing, and listening. They stressed that engaging in daily conversations using Indonesian, rather than defaulting to their local dialects, is crucial for developing fluency and confidence. Immersion in the language through consistent use helps internalize grammatical structures and vocabulary, making Indonesian more natural and accessible in various contexts.

Participants 1 and 8 highlighted the need for greater awareness about code-switching—the practice of alternating between local dialects and standard Indonesian. They suggested that understanding when and how to appropriately switch between languages can help speakers maintain clarity and professionalism, especially in formal or academic settings. This awareness enables individuals to navigate social and linguistic boundaries more effectively, balancing cultural identity with the demands of standardized communication. Participants 9 and 10 recommended utilizing technology and media as valuable tools for language learning. Reading Indonesian articles from diverse sources and engaging with media content from different regions exposes learners to a variety of accents, vocabulary, and styles of expression. Additionally, socializing with speakers from other provinces broadens linguistic exposure and helps learners adapt to regional variations, enriching their overall command of Indonesian.

Several respondents, including Participants 1, 6, and 8, emphasized the importance of creating community spaces where people can practice Indonesian in formal settings. Encouraging the use of Indonesian at workplaces and educational institutions fosters an environment conducive to learning and reinforces the practical value of the language. Such community-based initiatives can provide structured opportunities for learners to apply their skills, receive feedback, and build confidence. Participants 3 and 7 pointed out the role of constructive feedback and positive reinforcement in language acquisition. Providing learners with gentle corrections and encouragement helps boost their confidence and motivates continued effort. This supportive approach can reduce anxiety associated with making mistakes and promote a more positive attitude toward mastering Indonesian.

The findings and recommendations provided by the respondents regarding the influence of local dialects on Indonesian proficiency and ways to enhance it can be understood more robustly through the lens of linguistic adaptation and robustness theory in language research. Robustness, in this context, refers to how certain linguistic phenomena or learning strategies remain effective and consistent across varying conditions, populations, and methods of study.

The challenges respondents face—such as mixing dialects with Indonesian, pronunciation and intonation differences, code-switching depending on social context, and vocabulary interference—reflect robust patterns observed in multilingual and dialect-rich environments. These phenomena are not isolated but rather consistent across diverse linguistic communities, showing that local dialects naturally interact with a national language in complex ways. This aligns with research in linguistic adaptation that emphasizes the incremental and context-dependent nature of language use and acquisition, where speakers continuously adjust their language based on social cues and communicative needs. The frequent mixing of dialects and Indonesian, especially in informal settings, illustrates how language users adaptively blend linguistic systems to maintain social identity while navigating broader communication demands. This code-switching behavior is a robust linguistic strategy that balances group affiliation and intelligibility, a finding supported by sociolinguistic and cognitive studies of bilingualism and dialect contact.

The respondents' recommendations for enhancing Indonesian proficiency—such as regular practice and immersion, awareness of code-switching, leveraging technology and media, community-based learning, and corrective feedback—are consistent with robust educational principles derived from language acquisition research. Regular practice and immersion represent foundational strategies that reliably improve language proficiency by increasing exposure and active use, which are critical for internalizing linguistic structures across different populations. Encouraging code-switching awareness helps learners develop metalinguistic skills, enabling them to strategically select language forms appropriate to context, which enhances communicative effectiveness and social integration. This strategic language use is a robust feature of proficient bilingual and bidialectal speakers.

Leveraging technology and media broadens linguistic input and exposes learners to diverse accents, vocabulary, and registers, supporting adaptation to the variability inherent in natural language use. Community-based learning environments provide social scaffolding and formalized practice opportunities, which research shows are crucial for consolidating language skills and motivation. Corrective feedback combined with positive reinforcement addresses affective factors such as confidence and anxiety, which are known to influence language learning success. This approach aligns with robust pedagogical models that integrate cognitive and emotional dimensions of language acquisition.

The robustness approach in linguistic research advocates for using multiple methods and sources of evidence to understand language phenomena comprehensively. Similarly, the respondents' multifaceted recommendations reflect an integrative and incremental approach to language learning, emphasizing that no single method suffices. Instead, combining practice, awareness, social interaction, technology, and feedback creates a resilient framework for improving Indonesian proficiency that can adapt to individual learner differences and contextual challenges.

DISCUSSIONS

Indonesia's linguistic landscape is rich and diverse, with hundreds of local dialects coexisting alongside Bahasa Indonesia, the national language. This diversity, while culturally enriching, presents unique challenges for bilingual speakers striving for proficiency in Indonesian, align with (Hidajat & Iskandar, 2017). The responses from the collected data illustrate how local dialects shape individuals' ability to learn and use Indonesian, highlighting linguistic, psychological, and social factors that influence language proficiency. One of the most notable challenges faced by bilingual speakers is the structural difference between local dialects and Indonesian grammar. Respondents indicated that their native dialects often follow grammatical rules that differ significantly from standard Indonesian, leading to errors in sentence construction. Additionally, pronunciation variations and local vocabulary interfere with the ability to communicate effectively in Indonesian, supported by (Dwijayani & Musigrungsi, 2022). This is particularly evident in cases where regional terms or idiomatic expressions have no direct equivalent in standard Indonesian, causing misunderstandings among speakers from different linguistic backgrounds.

Many respondents acknowledged frequent code-switching the blending of their local dialect with Indonesian especially in informal conversations, align with (Atmojo & Putra, 2022). This habit can make it difficult to maintain fluency in standard Indonesian, particularly in formal or professional settings. Moreover, the presence of peers who speak the same local dialect further reinforces this linguistic mix, making it challenging for speakers to adhere strictly to Indonesian norms. Some individuals also reported feeling a lack of confidence when speaking Indonesian due to the influence of their dialect, particularly when interacting with people from different linguistic backgrounds.

A significant challenge for bilingual speakers is distinguishing between formal and informal Indonesian. Some respondents mentioned difficulties in using formal terms and scientific vocabulary, which are not commonly used in everyday conversations within their local communities, align with (Rondonuwu et al., 2022). In contrast, others faced challenges in making themselves understood when using proper Indonesian, as their peers were more accustomed to regional variations. This dichotomy between formal and informal language use reflects the broader issue of language standardization in multilingual societies. To address these challenges, respondents suggested several practical strategies for improving Indonesian language learning among dialect speakers. One widely recommended approach is increased practice and immersion, which involves consistent exposure to Indonesian through speaking, reading, writing, and listening exercises. Encouraging code-switching awareness can also help individuals develop an understanding of when and how to use local dialects versus standard Indonesian appropriately. Leveraging technology and media, such as reading Indonesian articles and engaging with speakers from other provinces, was another suggested strategy to enhance linguistic exposure. Additionally, fostering a supportive learning environment through community-based learning initiatives, workplace language policies, and structured feedback mechanisms can boost confidence and encourage the use of Indonesian in formal contexts.

The influence of local dialects on Indonesian language proficiency is a complex and multifaceted issue that affects speakers in different ways. While dialects enrich Indonesia's cultural and linguistic heritage, they also introduce barriers to mastering standard Indonesian. Understanding these challenges and implementing targeted learning strategies can help bilingual speakers achieve greater fluency and confidence in using Indonesian. By fostering an inclusive and supportive linguistic environment, Indonesia can continue to promote national unity while preserving the diversity of its local languages.

This study's findings highlight a novel aspect of bilingualism in Indonesia by revealing the complex interplay between local dialects and Indonesian language proficiency. Unlike prior research, which often focuses on single dialectal influences, this study systematically compares multiple dialect groups and tracks proficiency changes over time. The results suggest that dialectal interference manifests differently depending on grammatical structures, pronunciation patterns, and social context, underscoring the need for more inclusive language education policies.

CONCLUSION

This study explored the influence of local dialects on Indonesian language proficiency among a diverse group of bilingual communities. The participants included 10 university-level speakers from different regions in Indonesia, each with varying ethnic backgrounds. These participants hailed from Makassar, Enrekang, Javanese and Kailinese backgrounds, as well as regions such as Papua, Manado, Minahasa, and Parepare. The analysis shows that local dialects have a profound impact on the acquisition and use of standard Indonesian, influencing areas such as grammar, pronunciation, vocabulary, and overall confidence in communication.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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