

**THE CORRELATION BETWEEN STUDENTS'
L1 FREQUENCY USE AND THEIR L2 SPEAKING ABILITY
SCORES AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



By:

**NOVITA SARI
NIM 130 112 0847**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

ADVISOR APPROVAL

Title : THE CORRELATION BETWEEN STUDENTS'
L1 FREQUENCY USE AND THEIR L2
SPEAKING ABILITY SCORES AT IAIN
PALANGKA RAYA

Name : Novita Sari

SRN : 130 112 0847

Faculty : Teacher Training and Education

Department : Language Education

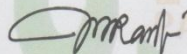
Study Program : English Education

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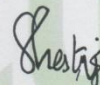
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Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum
ORN. 198101182008012013

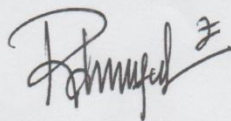


Hesty Widiastuty, M.Pd
ORN.198709282015032003

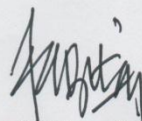
Acknowledged by:

Vice Dean in Academic Affairs

Chair, Department of Language
Education



Dra. Hj. Rodhatul Jennah, M.Pd
ORN. 196710031993032001



Santi Erliana, M.Pd.
ORN.198012052006042003

THESIS APPROVAL

Title : THE CORRELATION BETWEEN STUDENTS'
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PALANGKA RAYA

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SRN : 130 112 0847

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and
Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasyah* on:

Day : Saturday

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1. Santi Erliana, M.Pd
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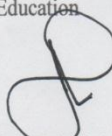
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(.....)

Approved by:
Dean, Faculty of Teacher Training and
Education


Drs. Falmi, M.Pd
NIP. 19610520 199903 1 003

MOTTO AND DEDICATION

“Get your success in your own way

Because the big or small the problem is,

depends on how you handle it.”

This Thesis is dedicated to:

My beloved Father Abdul Manaf (Alm), may Allah bless you and give a beautiful place for you. My beloved Mother Siti Aisyah, my beloved brothers M. Kasriadi, Aldi Alviannor, and sister Norhayati for their valuable endless prayer, sacrifice, and support. My beloved best friend Abdul Manan, and my beloved friends in English Education Program academic year 2013, and also my beloved friends wherever they are.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Novita Sari
NIM : 130 112 0847
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, November 02th 2017

Yours Faithfully



Novita Sari

NIM 130 112 0847

ABSTRACT

Sari, Novita. 2017. *The Correlation Between Students' L1 Frequency Use and Their L2 Speaking Ability Scores at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum., (II) Hesty Widiastuty, M.Pd.

Key words: L1, L1 frequency use, L2, Speaking ability.

The students success in speaking for the foreign language can be influenced by some aspect, in this case, L1 frequency use. When the learners have high L1 frequency use in foreign language class, they may become difficulty to increase their ability and get language acquisition. The purpose of this study was to find out the correlation between the two variables, they are students' L1 frequency use and their L2 speaking ability scores in speaking class. For this study the researcher took a class of 3th semester students of English department at IAIN Palangka Raya of 2016/2017 year as the participants. On taking the sampling, the researcher used cluster sampling which helped to get the data needed.

This research used correlation design with quantitative approach. For the instrument, the researcher used two kinds of instruments to collect the data of two variables. The first instrument is questionnaire sheet that contains of 25 items with 5 point Likert-Scale. This questionnaire used to measure students L1 frequency use. And the second instrument is students' speaking test. From the test the researcher got the score which is compared with another variable to measure the correlation of each other. The researcher used inter-rater reliability to measure the reliable of the test instrument with the speaking lecturer as the second rater. In measuring the correlation the researcher took a theory of Pearson Product Moment which calculated by SPSS program.

The finding of this research showed the result of r calculation for students' L1 frequency use and their speaking test is $-.220$. Based on the table of interpretation of r value, the result of r calculated ($-.220$). This value shows that there is a negative correlation. From the significance (2 tailed), researcher get the score $.301$. It means $r > 0.05$ which showed H_0 cannot be rejected. The result explained that there is no correlation between two variables, students' L1 frequency use and their L2 speaking ability scores of 3th semester students of English Department at IAIN Palangka Raya.

ABSTRAK

Sari, Novita. 2017. *Korelasi Antara Frekuensi Penggunaan B1 Siswa dan skor kemampuan berbicara B2 Mereka di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M.Hum., (II) Hesty Widiastuty, M.Pd.

Kata kunci: B1, Frekuensi penggunaan B1, B2, Kemampuan berbicara.

Kesuksesan mahasiswa dalam berbicara bahasa asing dapat dipengaruhi oleh beberapa aspek. Dalam kasus ini ialah frekuensi penggunaan B1. Tujuan dari penelitian ini adalah mencari hasil perhitungan korelasi antara kedua variable yaitu frekuensi penggunaan B1 (bahasa pertama) siswa dengan skor kemampuan berbicara B2 (bahasa kedua) mereka di kelas bahasa. Dalam penelitian ini, peneliti mengambil sampel dari mahasiswa semester 3 Pogram Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2016/2017. Pada pengambilan sample, peneliti menggunakan teknik cluster sampling untuk membantu pengumpulan data yang diperlukan.

Penelitian ini menggunakan pendekatan kuantitatif dalam model korelasi. Instrumen atau alat yang digunakan peneliti untuk mengumpulkan data terbagi dalam dua jenis. Pertama, questionnaire (daftar pertanyaan) yang berisi 25 pernyataan dengan 5 skala penilaian, yang digunakan untuk mengukur frekuensi penggunaan B1 siswa dalam proses pembelajaran di kelas bahasa. Instrumen kedua yaitu tes berbicara. Dari tes ini penulis akan mendapatkan nilai yang selanjutnya akan dibandingkan kedua variable dan mencari hubungan (korelasi) antara keduanya. Dalam pengambilan nilai berbicara siswa, peneliti menggunakan uji reliabilitas inter-rater untuk mengukur reliabilitas tes dengan dosen pengampu mata kuliah tersebut sebagai rater kedua. Penghitungan hubungan dari kedua data tersebut menggunakan teori dari *Pearson Product Moment* yang dihitung menggunakan program SPSS.

Pada hasil analisis penelitian, telah menunjukkan hasil korelasi dari frekuensi penggunaan B1 siswa dengan hasil tes berbicara yaitu bernilai -.220. Nilai ini menunjukkan adanya korelasi negatif dari kedua variable. Hasil ini dilihat dari tabel perkiraan korelasi nilai -.220 menunjukkan kekuatan korelasi dari kedua variable tersebut sangat rendah. berdasarkan nilai signifikansi (2 tailed) peneliti mendapatkan hasil .301. Hal ini berarti bahwa $p > 0.05$ (5%) dimana H_0 lah yang diterima. Dari hasil hipotesis tersebut dapat dinyatakan bahwa tidak ada hubungan antara dua variabel yaitu tingkat frekuensi penggunaan B1 siswa dan hasil tes berbicara B2 pada mahasiswa semester 3 Pendidikan Bahasa Inggris di IAIN Palangka Raya.

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Hj Apni Ranti, M.Hum and Hesty Widiastuty, M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. Her classmates of Study Program of English Education, especially the 2013 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
9. Her beloved parents, Abdul Manaf (Alm) and Siti Aisyah, and her Brothers and sister for their moral support and endless prayer so that she is able to finish her study.
10. Her beloved best friend, Abdul Manan for his support, motivation, help and everything. May Allah SWT bless them all. *Aamiin.*

Palangka Raya, November 02th 2017
The writer,

Novita Sari
NIM. 1301120847

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8. Curriculum Vitae

LIST OF ABBREVIATIONS

L1	: First language
L2	: Second Language
CA	: Contrastive Analysis
CAH	: Contrastive Analysis Hypothesis
Df	: Degree of freedom
SD	: Standart Deviation
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences
IAIN	: Institut Agama Islam Negeri

CHAPTER I

INTRODUCTION

This chapter presented and introduced the background of the study, the research problems, the scope of the study, the significance of the study, and definition of key terms. This part is made as an introduction to the study that would be conducted then.

A. Background of the Study

We live in a world with variety of languages. In globalization era, languages are very important. We talk to others with languages. We must communicate each other to get our purposes. That demands the people to have competence on it. This a part of society and culture, also part of social system and communication. The people viewed as social phenomenon because they apply language in society.

Languages are used as a mean of communication. We need language to communicate with others. As international language, People have to master English to communicate with foreigner. There are four language skills in English. One of them is speaking. Speaking happened when all students and teacher make a discussion in the class.

Many factors that can affecting speaking competence. People said that speaking is one of the difficult subjects. Another reason for the effective learning foreign language to children is that they are still in the optimum age, the time when they are full ready to born languages. Furthermore, some

psychological factors, such as the strong desire and less risk taking, also make them learn language more easy. For children the willingness to communicate with others is so high. Therefore, the teacher of language must try to increase the childhood's motivation of English.

In the speaking subject, students have to use English, but sometimes students do not understand about what their teacher is talking about at using English. Therefore, teachers have to make some variation of ways or mix the language to solve this problem. There are many factors to help student's ability to speak. One of them is using L1 or mother tongue before we start to speak English.

Mother-tongue or L1 is the first language acquired by a child and it is successfully used for communication at that level. It is not the language of a child's mother as wrongly defined by some people, Mother in this context probably originated from the definition of mother as a source, or origin; as in mother-country or land. It also describe as a first language (also native language, mother-tongue, arterial language, or L1) is the language a human being learns from birth. A person's first language is a basis for sociolinguistic identity. Language as a human institution presupposes communication. Individuals who are mute or deaf must learn how to speak by using sign language. One characteristic of language is finding names for objects and persons within the child's reach, so it is possible for a child to grasp, repeat and understand the world.

Mother tongue is an amazing process consider a child's as founding progress from crying, gurgling, cooing, babbling, uttering single word and two words utterances to speaking complete and well-formed sentences in a matter of three to four years (Goh, C. M, Cristine & Rita Elaine Silver, 2004:13).

Language is a medium of communication within the family and society. Every tongue expresses the culture of society to the complete satisfaction of its members. The language an individual speaks is for him or her most expressive and often the most beautiful of all languages.

One's L1 makes it possible for a child to take part in the knowledge of the social work. Another impact of the L1 frequency use is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting, but there are also many people who prefer to speak and communicate in their second language because their L1 might be very limited and does not provide a large number of words or expressions. Some cases show that students feel difficult to pronounce and express the words in English because the different of pronunciation between English as L2 and their L1. It could be one of reason that makes them get trouble to increase their speaking ability.

Based on the result of pre-observation and realizing the influence of students' L1 frequency use to L2 speaking ability, the researcher would like to identify how far **“THE CORRELATION BETWEEN STUDENTS' L1 FREQUENCY USE AND THEIR L2 SPEAKING ABILITY SCORES AT IAIN PALANGKA RAYA”**.

B. Research Problem

The statement of the problem was formulated to clarify the problem that was going to be analyzed, as follow;

1. Is there any significant correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017?

C. Objective of the Study

The objective of the study was stated as follow;

1. To find out whether there is significant correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

D. Hypotheses of the study

Latief (2014:61) mentioned that the criteria of good hypotheses are state the expected relationship between variables involved, are testable, consistent with the existing body of knowledge, and state simply and concisely. There were two hypotheses in this research, they were:

H_a is there is a correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

H_0 is there is no correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

E. Assumption

The researcher assumed that there is a significant correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

F. Scope and Limitation

The researcher would like to limit the scope of the study to the following problems in order to avoid misinterpretation of the problem the scope was presented in the following:

1. This research focused on how far is the correlation students' L1 frequency use influences their L2 speaking ability scores.
2. This research was conducted to students of English Study Program at third semester of IAIN Palangka Raya in academic year 2016/2017.

G. Significance of the Study

The significances of this study were:

1. Practically: this research was hoped in order to give contribution on the students so that they could be easier in following teaching and learning process especially on speaking.
2. Theoretically: the result of the research could be used to reference work for study of the other subject such as vocabulary, pronunciation and second language acquisition.

H. Definition of Keyterms

There were several definitions of the key term in this research. There were correlation, student, L₁ frequency, L₂, speaking ability and scores.

1. Correlation

Degree and type of relationship between any two or more quantities (variables) in which they vary together over a period.

2. Students' L1

Student is a person who studies at school, college, or university: boy or girl attending school, any one who studies or who devote the acquisition of knowledge. Students' L1 is first language or mother tongue that used by student.

3. Students' L1 Frequency

L1 is the first language that someone known and learned from birth. It is the language most used by a person, the stronger language at any time of his or her time and language used to communicate in family and social. Students' L1 Frequency is the rate which language occurs or is repeated over a particular period of time or in a given sample.

4. L2 Speaking

L2 speaking is speak uses additional language which typically an official or societally dominant language needed for education, employment, and other basic purposes.

5. Speaking Ability

Speaking ability is skills in communicate with each other. Speaking is make use of language in ordinary, and say something to get purposes. Ability is something done successfully with effort and skill. Generally, ability is a personal accomplishment, an attainment of goals set the individual or society in educational psychology.

6. Score

A score is a piece of information, usually a number, that conveys the performance of an examinee on a test.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part will explain the review of relevant theories used in this study. This chapter discusses the following subtopics: definition of L1, frequency use of L1, definition of L2, speaking language ability, and speaking ability assessment.

A. Related Studies

The researcher took review of related literature from other thesis as principle or comparative in this research.

The first review related to this research entitled *The Role of First Language Literacy and Second Language Proficiency in Second Language Reading Comprehension* This research is done by Xiangying Jiang (2011), student of West Virginia University.

This study examined the interrelationships of first language (L1) literacy, second language (L2) proficiency, and L2 reading comprehension with 246 Chinese college students learning English. L1 literacy and L2 proficiency were measured with college admission exams in Chinese and English. L2 reading comprehension was measured with the reading comprehension section of a TOEFL and a researcher-developed passage comprehension test. L1 literacy was found to be moderately correlated with L2 language proficiency, as was L2 language proficiency with L2 reading comprehension. Regression analyses demonstrated that L2 language proficiency accounted for 27%-39% of variance in L2 reading comprehension, while L1 literacy accounted for less

than 6% of the variance. These findings confirmed the assumption that L2 language proficiency contributes up to 30% of the variance in L2 reading performance, but failed to provide evidence that L1 literacy contributes up to about 20% of the variance in L2 reading.

The second is done by Mustafa Nazary (2008) entitled “*The Role of L1 in L2 Acquisition: Attitudes Of Iranian University Students*” This study was designed in order to gather Iranian tertiary students’ views on the use of L1. It also tries to examine the relationship between the learners’ language proficiency level and their attitudes and degree of awareness of the benefits of L1 use. Since there has been little research so far in this area, the primary goal of this study is to find evidence to support the theory that L1 can facilitate L2 acquisition and to reject the existing notion that L1 acts as a hindrance.

This study assumes that L2 use in the classroom should be maximized, however, there should also be a place for judicious use of L1. The importance of the role of L1 in the classroom seems worthy of consideration, as, to date, very few studies in Iran have been conducted to address the topic. Therefore the hope is that the elicited findings and the offered guidelines will shed more light on the importance of L1 in L2 acquisition particularly in Iranian EFL context.

The questionnaire use in this study has two parts. Part I included demographic information such as name, family name, age and proficiency levels of students. Part II included 16 items on a Likert scale to define student's attitudes. Items included in this 16-item questionnaire underline the

main points discussed in previous sections, the concepts such as the role of L1 in language learning skills and sub-skills, L1 in classroom activities among others. As it was hypothesized, most students reported a negative view and rejected L1 use. However, the results showed that students with different levels of language proficiency reported different attitudes toward the L1 function in this EFL context. Undoubtedly, constructive role of L1 in designing a classroom syllabus, English language teaching methods, classroom management, instructing language learning skills and sub-skills, performing all types of activities and language assessment of students is repeatedly emphasized. We should finally free ourselves of the old misconceptions and try to praise the existed alliance between the mother tongue and foreign languages. Our final goal should be to have students who are proficient L2 users rather than deficient native speakers.

The third is done by Olga Vyacheslavovna Maletina (2014) entitled “*Understanding L1-L2 Fluency Relationship Across Different Proficiency Levels*”. The purpose of this research was to better understand the relationship between L1 and L2 fluency, precisely, whether there is a relationship between L1 and L2 temporal fluency measures and whether this relationship differs across different languages and different proficiency levels. In order to answer these questions, L1 and L2 speech samples of the same speakers were collected and analyzed. Twenty-five native speakers and 45 non-native speakers of Japanese, Mandarin Chinese, Portuguese, Spanish, and Russian were asked to respond to questions and perform picture descriptions in their

L1 and L2. The recorded speech samples were then analyzed by means of a Praat script in order to identify mean length of run (MLR), speech rate, and number of pauses. Several different statistical analyses were then performed to compare these L1 and L2 temporal features across different languages and different proficiency levels.

The result of this study indicated that there is a strong relationship between L1 and L2 fluency and that relationship may play a role in L2 production. Furthermore, it was found that native languages differ in their patterns of L1 temporal fluency production and that these differences may affect the production of L2 temporal fluency. It was also found that L1-L2 fluency relationship did not differ at different proficiency levels suggesting that individual factors may play a role in L2 fluency production. Thus, it was found that an intermediate speaker of Spanish, for instance, did not speak faster than an intermediate speaker of Russian, suggesting that naturally slower speakers in their L1 will still speak slower in their L2. These results indicated that fluency is as much of a trait as it is a state. However, it was also found that not all of the L1-L2 language combinations demonstrated the same results, indicating that the L1-L2 fluency relationship is affected by the L2. These findings have different implications for both L2 teaching and learning, as well as L2 assessment of fluency and overall language proficiency.

Based on the three related researches above, the researcher interested to carry out a research dealing with the mastery of English especially in speaking. They investigated about the relationship of L1 and L2 in some

English performance skills using quantitative research design. To make different research with other researchers, the researcher was did quantitative research design to know the correlation and the researcher has a bravely to do the research about students' English educational background and focused on speaking skill with title **“The Correlation Between Students' L1 Frequency Use and Their L2 Speaking Ability Scores at IAIN Palangka Raya”**.

B. First Language (L1)

There is also sometimes a need to distinguish among the concept first language, native language, primary language, and mother tongue, although these are usually treated as a roughly synonymous set of terms. L1 is also called as first language or mother tongue.

Mother tongue is the first language that someone knows and learns from birth. It is the language most used by a person, the stronger language at any time of his or her time and language used to communicate in family and social. Mother in this context probably originated from the definition of mother as a source, or origin; as in mother-country or land. According to Skutnabb-Kangas and Philipson (2010:33), mother tongue can mean the following:

1. The language learned from the mother.
2. The first language (L1) learned, irrespective of “from whom.”
3. The stronger language at any time of life.
4. The mother tongue of the area or country (e.g., Byelorussia).
5. The language most used by a person.

6. The language to which a person has the more positive attitude and affection.

Table 2.1 Short Definitions of Mother Tongue

CRITERION	DEFINITION
ORIGIN	The language one learned first
IDENTIFICATION <ul style="list-style-type: none"> a. Internal b. External 	<ul style="list-style-type: none"> a. the language one identifies with b. the language one is identified as a native speaker of by others.
COMPETENCE	The language one knows best
FUNCTION	The language one uses most

(Source: Skutnabb-Kangas, 2010:33)

According to UNESCO, that taken by Julius (2013:17), “Mother tongue is the language, which a person acquires in early years and which becomes his or her natural instrument of thought and communication”.

However, mother tongue in most cases will be the language spoken by the parents because the parents are normally the first people to be in contact with the child and hence their language.

In addition, the question of whether proficiency in mother tongue leads to proficiency in acquisition of the second language is not well explained, in that, United Nations Educational, Scientific and Cultural Organization does not take into consideration the use of the second language as the medium of

instruction and how the previous and current use of the mother tongue affect later performance in English.

Ifeanyi Jeff Chisunum and M. Ifelunwa Ejie (2014:4) state that,

the mother tongue is the child's immediate Language of expression and is the natural basics on which verbal skills can be built. Children learn through communicating in a language which they understand. It was in recognition of the importance and contributions of mother tongue to education that the Federal Ministry of Education in collaboration with other educational statutory agencies include in the National Policy on Education published in 1977, 1981, and revised in 1991, the use of mother tongue as a medium of educating pupils at the pre-primary and primary level throughout the country.

It means that the mother tongue is defined as the first language that a person learned and the language used in that person's home country. An example of first language is the language used at person's home city or village such as Banjarnese, Javanese and Dayaknese.

C. L1 Frequency Use

Ellis (2002) said that Frequency is a necessary component of theories of language acquisition and processing. In some guises it is a very rudimentary causal variable. Learners analyze the language input that they are exposed to; practice makes perfect. In other guises it is incredibly complex.

The multiplicity of interacting elements in any system that nontrivially represents language makes the prediction of the patterns that will eventually emerge as difficult as forecasting the weather, the evolution of an ecological system, or the outcome of any other complex system frequency is not a sufficient explanation; otherwise we would never get beyond the definite article in our speech. There are many other determinants of acquisition.

Semantic basicness, salience, communicative intent, and relevance are major determining factors in the acquisition process.

Ellis (2002) also has shown that much of language learning is the gradual strengthening of associations between co-occurring elements of the language and that fluent language performance is the exploitation of this probabilistic knowledge. Because the conscious experiences of language learning do not revolve around counting, to the extent that language processing is based on frequency and probabilistic knowledge, language learning is implicit learning.

According to behaviorist theories (including the Contrastive Analysis Hypothesis) For Behaviorists, practice should be based on repetition and memorization so that learners can make habit formations because they believe that the more learners repeat the forms of L2 the better they will learn L2. It means that the habit of use L2 can develop their L2 ability (Heidi Dulay et al, 1982: 97).

Guion et al (2000) investigated the interaction of the L1 and L2 systems in bilinguals by assessing the effect of L1 use on L1 and L2 production accuracy. A novel design feature of this study is that it examined bilinguals who used their L1 on a regular basis in a bilingual setting: Otavalo, Ecuador. Thirty native Quichua speakers who were matched for age of Spanish acquisition were recruited to form three groups differing in self-reported L1 use. The three groups repeated aurally presented sentences from their L1 and L2. Monolingual listeners from each language rated the blocked, randomly presented sentences for degree of foreign accent. For the Spanish sentences,

the group with the highest L1 use had stronger Quichua accents than the group with the lowest L1 use. On the other hand, L1 use had no effect on the ratings of the Quichua sentences. Results from an analysis of Korean-English bilinguals are also reported. These results replicate the finding that L1 use affects L2, but not L1 production. These findings indicate that the interaction of the L1 and L2 systems affects the success of L2 acquisition, providing evidence that factors other than neurological maturation influence L2 acquisition.

Lieven (2010) said that Many naturalistic studies of children's speech have found that the more frequently children hear a particular word or construction, all things being equal, the earlier they acquire it. She has given some example research by deVilliers, Naigles and Hoff-Ginsberg and Theakston et al., they have all shown that order of emergence of particular verbs is significantly correlated with the frequency of use in language addressed to the children. In addition, all these studies found that the range of constructions with which adults used the verbs in talking to children was also correlated with the syntactic diversity of these verbs in the children's language.

In the development of auxiliary syntax, Lieven (2008) has shown correlations between the frequency of low-scope, auxiliary frames in CDS and their order of emergence while Wilson, Theakston et al. and Pine et al. have shown frequency effects on the provision of obligatory auxiliaries and copulas. Note that these two latter studies measured the correlations only after the child had produced examples of each form, so lack of obligatory provision

was not because the children did not know the forms. Another example which she showed is the study by Rowland and Pine of one child's development of correct wh-inversion. The study showed that the child produced correctly inverted wh-auxiliary sequences that were highly frequent in the input where as for lower frequency sequences, he made no inversion errors. Lieven (2010) suggested,

having learned a number of lexically specific patterns from the input, the child was starting to abstract over them to form a more general category of wh-auxiliary sequences but that this process was not complete as indicated by his production of some sequences in both correct and non-inverted order (an example of what Braine, 1976, called 'groping patterns'). Frequency effects are not confined to the early stages of language development.

Mele (1994) said that students who engaged in this use of English, both inside and outside the classroom in school environment, attained higher scores in all the four macroskills than those who did not. In his study, he showed that the frequency of use English frequently gave very significant effect on English performance as L2. It means that the higher frequency use of L2 can develop students' L2 ability.

D. Second Language (L2)

Second language is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. It is learned after the first language (L1) or mother tongue. For example, English is a second language in Nigeria or French is a second language in Tahiti. This term refers to non-native speakers who are learning, for example, English

language in an English language environment. There are usually programs designed for students learning a certain language as an additional language.

A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively (Muriel Saville- Troike, 2006: 4). In this more restricted sense, the term is contrasted with other term such as foreign language, library language, and auxiliary language.

A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.

A library language is one which functions primarily as a tool for further learning through reading, especially when books or journals in a desired field of study are not commonly published in the learners' native tongue. And an auxiliary language is one which learners need to know for some official functions in their immediate political setting, or will need for purposes of wider communication, although their first language serves most other needs in their lives.

Other restricted or highly specialized functions for second language are designated language for specific purposes (such as French for Hotel Management, English for Aviation Technology, Spanish for Agriculture, and a host of others), and the learning of these typically focuses only on a narrow set

of occupation-specific uses and functions. One such prominent area is English for Academic Purposes (EAP).

E. Students' Speaking Ability

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. From the oral speaking teacher can measure the level of their understanding

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

In second language acquisition, each student has differences and variety ability/skills. It was influenced by many factors refer intelligence, aptitude, personality, motivation, attitudes, student's preferences and student's beliefs.

Shiaama (2006) states that,

speaking is defined operationally as the secondary stage students' ability to express orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

In the other words they are required to show mastery of the following sub abilities/ skills:

1. Linguistic ability, this includes the following skills:

- Using intelligible pronunciation.
 - Following grammatical rules accurately.
 - Using relevant, adequate and appropriate range of vocabulary.
2. Discourse ability, this includes the following skills:
- Structuring discourse coherently and cohesively.
 - Managing conversation and interacting effectively to keep the conversation going.
3. Pragmatic ability, this includes the following skills:
- Expressing a range of functions effectively and appropriately according to the context and register.
4. Fluency ability, this means speaking fluently demonstrating a reasonable rate of speech.

The English students usually make some basic and irritating errors in pronunciation, spelling, morphology and syntax. Moreover, they cannot express themselves efficiently either when dealing with academic topics or common everyday topics. This deficiency is most obvious in the productive skills (speaking and writing). The students' major difficulty arises from the fact that they cannot use English correctly and appropriately inside and outside the classroom.

Moreover, the most noticeable problems which impede the progress of our students at the university level may be attributed to the inadequate mastery of the four language skills, namely, listening, speaking, reading and writing.

1. Listening Comprehension

This receptive skill "the forgotten skill" as termed by Chastain (1988) that taken by Khalil Noval seems to have been subsumed insignificant and eventually neglected. Khalil (2011) assumed that listening comprehension is an inevitable by-product of learning to speak. That is to say, advanced students who are going to study in an English- speaking environment need to learn how to listen to lectures and take notes, to comprehend native speakers in all kinds of speech situations, and to understand radio and TV broadcasts. In essence, the phonological system of a foreign language (i.e., English) is acquired by listening, and oral communication is impossible without a listening skill. Listening skills serve as the basis for the development of speaking. As far as our students at the university level are concerned, their listening comprehension is lacking and poorly developed. Their speech perception reflects a low level of competence and language proficiency.

Most Indonesian students for example, who can understand vocabulary and structure when used by someone else, have not necessarily incorporated them into their own speech. By the same token, students who can do a pattern drill orally with no errors and little hesitation may not be able to write the same forms correctly. In addition, students who can read an assigned text with ease and almost total comprehension may not be able to discuss the content in class afterwards. As a result, teachers need to be constantly aware of their obligation to provide practice in all four language skills.

2. Speaking Skills

Language comes not out of a dictionary but, rather, always and inherently out of the mouths of other people. According to Mitchell (1994) that is quoted by Khalil,

spoken English aims at developing the student's speaking proficiency so that he can communicate with a native speaker of English in a social situation and on a variety of topics ranging from very simple to fairly complex and intellectually sophisticated. This formulation includes both the development of the student's linguistic competence as well as his/her communicative competence through exposure to various authentic situations.

The majority of some students find it difficult to communicate in English. Since communicative competence is the objective of language teaching/learning process, it follows that efficient communication indicates the ability to carry out linguistic interaction in the target language. It is of the greatest importance therefore to realize that linguistic competence forms part of communicative competence, so students need to acquire a basic knowledge of linguistic forms "skillgetting", supplemented by an equally important stage of "skill-using". (Knight 2001:155). It should be noted that oral communication skill is a good indicator of language proficiency in a foreign language. Nofal (2006) points out that when producing an utterance, the student needs to know that it is grammatical (accurate), and also it is suitable (appropriate) for a particular situation.

3. Reading Comprehension

As a receptive skill, reading entails a set of learning processes similar to those actualized in Listening Comprehension (i.e., students are engaged to

encoding a message rather than decoding it). This area of skill development has to do with the students' ability to understand not only individual words but sentences, textual passages and whole texts. In this context, a distinction should be drawn between reading aloud and reading for comprehension. In essence, reading aloud is a preliminary step to both comprehension and writing. As far as reading comprehension is concerned, what is needed is not the recognition of individual words , but the ability to see the connection between words as well as that between sentences, and the ability to understand the methods conveyed by larger textual units such as sentences, textual passages, and entire texts.

As far as teaching English is concerned, our students demonstrate a lack of necessary linguistic knowledge of phonology, semantics and syntax before attempting to read for comprehension. Two subfields of linguistics are concerned with this: the study of meaning (semantics) and the study of the structure of the content of the text (textual analysis or discourse analysis). A third subfield of linguistics, that is syntax, is considered to be highly relevant to reading comprehension.

4. Writing

The ability to write is recognized as an important objective of language study. That is to say, writing as a productive skill, is the ultimate goal of learning a language. Very importantly, it provides the student with physical evidence of his achievements and becomes a source whereby he can measure his improvement. Most importantly, writing serves as reinforcement for

reading and this purpose is reflected in the specific teaching points. At the university level, the teaching points of composition include some work of syntax and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as well as on the overall text level. This work includes rhetorical devices like transition words and parallelism, the organization and development of ideas, outlining, notetaking, the writing of footnotes and bibliographical entries.

In writing, as in speaking, our students find it difficult to express themselves adequately. The most discrete characteristics of a good paragraph are virtually absent in the writing of most students. Unity, consistency, order and coherence are obviously lacking, students fail to signal the direction of their thoughts by the use of transitional words such as, *however*, *moreover*, *nevertheless*, and phrases like, *on the other hand*, *in fact*, *of course*, etc. One of the most common flaws in the written product of our students is their tendency to translate whole sentences from Indonesian into English.

A further point to be stressed is the low level of vocabulary building. One of the commonly held assumptions is that a student's command of a language can be measured exclusively by the amount of vocabulary he knows. This is based on the conception that a language essentially consists of words and therefore the more words one knows, the better one masters the language. What is forgotten, as stated by Garvin that also taken by Nofal (1973) is the importance of grammatical competence. In order to have adequate command of a language, one should know not only its vocabulary but also its grammar.

F. The Role of L1 to L2 Speaking Ability

The first language or mother tongue has long been considered the villain in second language learning. The major cause of a learner's problems with the new language. The use of the first language provides students with a sense of security that enables them to learn with ease and in comfort. Mother tongue serves social and cognitive functions in that students who work in groups will discuss in their native language. This allows them to relate and have a sense of identity. Language transfer or translation is an involuntary thing done by language learners. Using language one in cases where students are incapable of activating vocabulary proves useful in their learning, and gives them the comfort to read difficult texts in the second language.

Ifeanyi Jeff Chisunum and M. Ifelunwa Ejie (2014) state in their journal research that,

the use of mother tongue in the teaching and learning of English has been an issue of debate. Most teachers feel that the use of First Language (L1) should be minimized and they feel guilty if they use it a great deal. When challenged they find it difficult to say why. Against the use of L1 is the general assumption that English should be learnt through English, just as mother tongue is learnt using mother tongue.

They also said that,

the idea that the learner should learn English like a native speaker does, or tries to “think in English”, is an inappropriate and unachievable aim. The importance of English Language acquisition as a stepping-stone for proficiency in other school subjects cannot be over emphasized. The knowledge is important both for educational, economical and national development of a country.

Corder (2013:14) observes that taken by Julius, “when people are learning a second language, they already have a first language (L1). He also realized

that the rules they have learned and understood in first language are used in second language (L2)’’.

As a result people form habits of using the rules of first language in the second language and therefore make errors. These findings are important to this study because the researcher need to figure out the influence of mother tongue (first language) on acquisition of English (second language) skills and thus performance of English. It means that the mother tongue could be a medium to transfer L2 instruction and to get the target language.

According to the contrastive analysis (CA), the position that a learner’s first language *interferes* with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of the new language. The CA hypothesis held that where structures in the L1 differed from those in the L2, errors that reflected the structure of the L1 would be produced. Such errors were said to be due to the influence of the learners’ L1 habits on L2 production (Heidi Dulay, et al, 1982: 97).

In the psychological literature this process has been labelled as “negative transfer”. By the same token, “positive transfer” refers to the automatic use of the L1 structure in L2 performance when the structures in both languages are the same, resulting in correct utterances.

The available empirical data that addresses the Contrastive Analysis Hypothesis (1982) has revealed that:

1. In neither child nor adult L2 performance do the majority of the grammatical errors reflect the learners’ L1.

2. L2 learners make many errors in areas of grammar that are comparable in both the L1 and L2 errors that should not be made if “positive transfer” were operating.
3. L2 learners’ judgements of the grammatical correctness of the L2 sentences are more related to L2 sentence type than to their own L1 structure.
4. Phonological errors exhibit more L1 influence than do grammatical errors, although a substantial number of the L2 phonological errors children make are similar to those made by monolingual first language learners, and only a small proportion of phonological errors in reading are traceable to the learner’s L1.

From these findings, the researcher concludes that the process of the negative transfer and positive transfer influence the students ability in L2 learning, especially for students’ speaking ability. The negative transfer refers to those instances of transfer which result in error because old, habitual behaviour is different from the new behaviour that is being learned. In contrast, positive transfer result in correct performance because the new behaviour is the same as the old. If the students often to use L1 frequently, it will be a habit that can affect their L2 ability.

G. Speaking Ability Assessment

Speaking rate refers to how fast or slow a person speaks and can lead others to form impressions about our emotional state, credibility, and intelligence. As with volume, variations in speaking rate can interfere with the

ability of others to receive and understand verbal messages. A slow speaker could bore others and lead their attention to wander. A fast speaker may be difficult to follow, and the fast delivery can actually distract from the message. Speaking a little faster than the normal 120–150 words a minute, however, can be beneficial, as people tend to find speakers whose rate is above average more credible and intelligent. When speaking at a faster-than-normal rate, it is important that a speaker also clearly articulate and pronounce his or her words. A higher rate of speech combined with a pleasant tone of voice can also be beneficial for compliance gaining and can aid in persuasion.

Our tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a vocal signature. Voices vary in terms of resonance, pitch, and tone, and some voices are more pleasing than others. People typically find pleasing voices that employ vocal variety and are not monotone, are lower pitched (particularly for males), and do not exhibit particular regional accents. Many people perceive nasal voices negatively and assign negative personality characteristics to them. Think about people who have very distinct voices.

Verbal fillers are sounds that fill gaps in our speech as we think about what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive. As we learned earlier, the use of verbal fillers can help a person “keep the floor” during a

conversation if they need to pause for a moment to think before continuing on with verbal communication. Verbal fillers in more formal settings, like a public speech, can hurt a speaker's credibility.

For speaking ability assessment, the researcher would give six situational contexts to each subject. Six situational contexts will given in written stimulus form. They were refers to,

1. Politeness

Brown and levinson (1987) said that politeness in interaction can be defined as the means employed to show awareness of another person's face. For example,

A student to teacher

Student: Excuse me Mr. Buckingham, but can I talk to you for a minute?

Friend to friend

Hey bucky, got a minute?

2. Anger

Anger can be expressed in many ways; it can be clear that somebody is angry from what they say or how they say it or from their tone of voice. Anger can also be expressed through body language and other non-verbal cues: trying to look physically bigger (and therefore more intimidating), staring, frowning and clenching of fists. For example,

“God..... what is this? What did you do with my skirt, Ira?”

3. Excited

Excited is an expression cause strong feelings of enthusiasm and eagerness in (someone). Produce a state of increased energy or activity in (a physical or biological system). For example,

“Congratulation on your getting tette Jack! I’m happy to hear that.”

4. Persuasive

Persuasive is an expression to persuade someone to do or believe something through reasoning or the use of temptation. For example,

“Don’t you think you should do something for your institute?”

To assess them, the researcher will follow a review of the various communicative functions of vocalics. The following is a review of the various communicative functions of vocalics:

1. **Repetition.** Vocalic cues reinforce other verbal and nonverbal cues (e.g., saying “I’m not sure” with an uncertain tone).
2. **Complementing.** Vocalic cues elaborate on or modify verbal and nonverbal meaning (e.g., the pitch and volume used to say “I love sweet potatoes” would add context to the meaning of the sentence, such as the degree to which the person loves sweet potatoes or the use of sarcasm).
3. **Accenting.** Vocalic cues allow us to emphasize particular parts of a message, which helps determine meaning (e.g., “*She* is my friend,” or “She is *my* friend,” or “She is my *friend*”).

4. **Substituting.** Vocalic cues can take the place of other verbal or nonverbal cues (e.g., saying “uh huh” instead of “I am listening and understand what you’re saying”).
5. **Regulating.** Vocalic cues help regulate the flow of conversations (e.g., falling pitch and slowing rate of speaking usually indicate the end of a speaking turn).
6. **Contradicting.** Vocalic cues may contradict other verbal or nonverbal signals (e.g., a person could say “I’m fine” in a quick, short tone that indicates otherwise).

Then, the indicator of speaking test assessment has been seen based on the oral proficiency scoring categories proposed by Brown (look at chapter III). There are 6 items that should be elaborated especially for classifying various concentration related to English speaking. They are Grammar, Vocabulary, Comprehension, Fluency, pronunciation, and Task. These kind of items are expected to guide us achieve what we seek of English speaking substances. Obviously, they will be discussed in the following term (Brown, 2004, pp. 172 & 173):

a. Grammar

English Grammar describes a sequence of language learning which is recognized through orderly phases. It has also supporting details to explain how it maintains the focus of English acquisition process. The details are about structure, tenses, conjunction, preposition, and so on; they compose English Grammar to become an interesting language item

to be studied. As an example, the priority of grammar is recognizable from the accuracy of English students to state their opinions or respond to teacher's question. So, term of grammar truly supports English learning.

b. Vocabulary

English vocabulary is absolutely considered to be part of English mastery. To explain about successful English learning regarding how well English learners optimize their capacity to enrich English vocabulary in accordance with their need is not easy work to be told. English learner should have their classification in order to allow them check toward their understanding of various English vocabularies. This part of the focus will be presented by acknowledging students based on their level of mastery, putting them into numbers as revealing session to engage their willingness of to start learning.

c. Comprehension

English comprehension can be optionally observed from student's response within interview. Stretching point of comprehension is miscellaneous where it will be discussed through some conditions as the core guides me to elaborate it in numbers. The clarity can be seen in the scoring categories since English comprehension digests the connection between interview question and student's accuracy in response.

d. Fluency

English fluency is determined by student's skillfulness to react to interview questions based on student's mastery regarding certain topic

being discussed. Their response will be stretched specifically in number as the description level toward questions being asked. As an emphasis of English fluency, it will not be considered to be single representative of English mastery whereas the existence of other items related is truly concerned.

e. Pronunciation

English pronunciation underlines a significant role to reflect an understanding to absorb those previous items then practice to pronounce English vocabulary in order to deliver message precisely. This item takes serious process which apparently shows tangible output of collaborated English learning substances. Pronunciation category will be transferred in numbers in order to describe student's level based on the scoring categories.

f. Task

English Task determined by students' skillness to give question and answer based on task requested. This part is focused on how students' understanding of question and situation given.

These categories can be a tool in order to classify students in group based on their English speaking appearance and they will not be only emerged so because each category has its detail which is absolutely able to explain student's capacity described sufficiently regarding every category to consider initial performance of English Speaking. And each gained

scoring scale is surely predicted to explain them detailly based on student's achievement to respond every question delivered.

CHAPTER III

RESEARCH METHOD

This chapter presented the research method and design. In this method, the major components include; Research Design, Population and Sample, Research Instrument validity and reliability, Data Collection procedure, and Data Analysis procedures.

A. Research Design

This research was quantitative approach. Aliaga and Gunderson (2014) based on Daniel Mujis's book, describe that "quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)."

The type of this research was correlational research design. Correlational research is one of descriptive research designs use to measure the relationship between two or more continuous variables. "The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of the relationship, and the direction of the correlation, indicated with (-) showing negative correlation and (+) showing positive correlation" (Adnan Latief, 2014: 111).

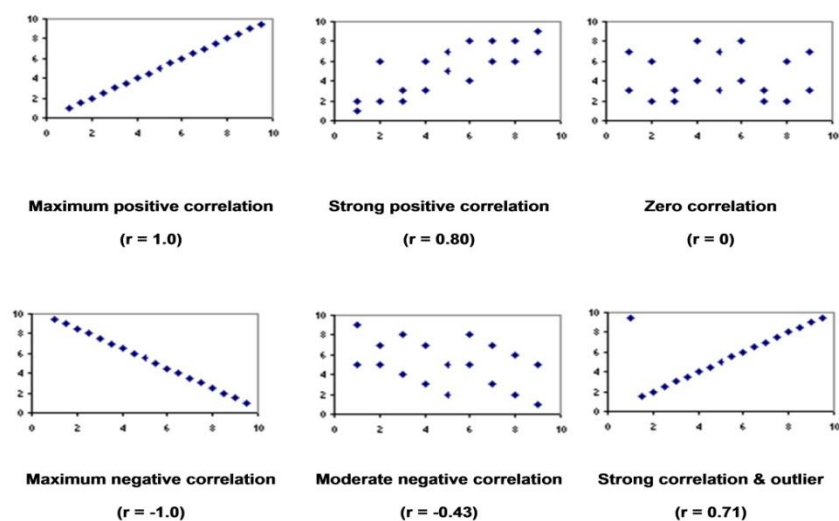
This research used correlational research because this study will correlate between two continue variables. They are:

1. Students' L1 frequency use (income variable).

2. L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017 (outcome variable).

A scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y goes down). Scatter plot of z scores also reveals the strength of the relationship between variables. If the dots in the scatter plot form a narrow band so that when straight line is drawn through the band, the dots will be near the line there is a strong relationship between the variables. However if the dots in the z score scatter plot scatter widely, the relationship between variables is relatively weak. The scatter plot below show how different patterns of data produce different degrees of correlation. (Donald Ary et al. 2010: 132)

Figure 3.1.1 The Scatter Plots Category



Arikunto (1997) states that,

if the plots draw a straight line from an angle, it showed positive correlation between variables. If the plots draw a straight line from the right bottom side to the left corner up, it showed negative correlation between variables. Meanwhile, if the data spread irregularly, it means the data did not have correlation.

B. Population and Sample

1. Population

According to Borg (2014), target population in educational research usually is defined as *“all the members of a real or hypothetical set of people, events, or subjects to which educational researchers wish to generalize the results of the research”*.

The population of this research was all of third semester students of English study program of IAIN Palangka Raya, there were 74 students.

2. Sample

Charles' opinion that is quoted by Latief (2014) defines a sample as *“a small group of people selected to represent the much larger entire population from which it is drawn.”*

In this research, the researcher was used cluster random sampling technique because the researcher takes the sample based on the class. There are three classes of third semester students of English Study Program which take speaking class. Class A, B, and C.

The researcher used the cluster sampling technique. The researcher was only took one class to be a sample class. The result was Class B

which have been taken as sample class, and class C have been taken as try out class.

Table 3.1 Students of Speaking Class

Class		Male	Female	Total
Other	A	7	15	22
Sample	B	10	15	25
Try out	C	6	21	27
Total				74

C. Research Instruments

Research instruments are tools that used to collect data. The research instruments that was used to collect data in this research are described here in. The purpose of this study was to know the relationship between two variables they are students' L1 frequency use and their L2 speaking ability scores. To get the needed data researcher was used some instruments, such as questionnaire, test, and documentation.

1. Research Instrument Development

a. Questionnaire

“Questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion/attitude” (Adnan Latief, 2014: 193).

In this questionnaire, there were 25 questions which adapted from items on perception of students on the effects of L1 frequency use on performance of English by Mele F. Latu (1994). This research used likert scales to measure the correlation between students' L1 frequency use and their L2 speaking ability scores. The questionnaire items related to the students' views on their frequency use of L1 (question number 1-12), and their perceived ability in English affected by their L1 (question number 13-25) . the questionnaire can be seen in appendix 1.

Table 3.2 Likert Scale Category

The Answer	Favourable score	Unfavourable score
Strongly agree	5	1
Agree	4	2
Neither agree nor disagree	3	3
Disagree	2	4
Strongly disagree	1	5

(Source: Sugiyono, 2010: 94)

b. Test

In this research, researcher gave speaking test to measure students' speaking ability. Arikunto (1997) stated that "test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group."

Six situational contexts has given to each subject (can be seen in appendix 2). They were to study them silently while they waited for the interviewer and then gave in three to four sentences what they would say in English if they found themselves in such a situation. They were asked to respond as if they are actually addressing the imagine interlocutor.

The researcher made tape-recording with students. This speaking test given to get the score of students' speaking ability. To took students' scores in speaking test, the researcher made a cooperation with the lecturer of speaking class as the second rater.

All their responses will tape-recorded and assessed later. The focus of assessment here was on their ability to use language appropriately in a variety of contexts. However, the following sub-skills is among those assess: appropriate language selected (emotive/neutral etc), appropriateness of tone, grammar, vocabulary, comprehension, fluency, pronunciation and task.

From some data that gotten, the researcher started to sum and make them in numeric data to process more, search the correlation between two variables; students' L1 frequency use and their speaking test score.

The indicator of success of the research have been seen based on the oral proficiency scoring categories proposed by Brown.

Table. 3.3 Oral Proficiency Scoring Categories proposed by H. Douglas Brown

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does	Has speaking vocabulary sufficient to express himself	Can get the gist of most conversation of non-technical subjects. (i.e., topics	Can handle with confidence but not with facility most social situations,	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work

	not have through or confident control of the grammar.	simply with some circumlocutions.	that require no specialized knowledge)	including introductions and casual conversations about current events, as well as work, family and autobiographical information.		requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs.	Can understand and participate in any conversation within the range of his experience with a	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately

	Errors in grammar are quite rare.	high degree of precision of vocabulary.		needs. Can participate in any conversation within the range of this experience with high degree of fluency.		even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

(Source: Brown, 2004: 173-173)

c. Documentation

This technique is used to collect written data, which related to the research. The data will be collected as follow:

- a. The result of the questionnaire about students' L1 frequency use by the third semester students in English study program of IAIN Palangka Raya in academic year 2016/2017.
- b. The result of speaking test.

2. Research Instruments Reliability

Based on some language testing experts, Latief (2014) assumed that “reliability as referring to consistency of the scores resulted from the assessment.” Consistency is an important indicator for reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability.

This research instruments reliability used to measure how reliable the items of questionnaire about student's L1 frequency use toward their L2 speaking ability scores.

To measure the research instruments reliability, the researcher used the *cronbach alpha* formula follows,

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2} \right]$$

If the *cronbach alpha* coefficient is $(r_{11}) \geq 0,7$, it means that the research instrument used reliable.

From the try out questionnaire data, the results of reliability test using SPSS showed that,

Table 3.4 Reliability Testing Alpha Cronbach's

Reliability Statistics	
Cronbach's Alpha	N of Items
.942	25

The table showed that cronbach's alpha coefficient is 0,942, it means that $r_{11} > 0,7$. Based on reliability testing theory, if the *cronbach alpha* coefficient is $(r_{11}) \geq 0,7$, it means that the research instrument used reliable.

To measure how reliable the speaking test, the researcher used inter rater reliability. To find the cohen Kappa coefficient, the formula used:

$$K = \frac{Pa - Pc}{1 - Pc}$$

Inter rater reliability categories as follow;

- Kappa < 0,4 : Bad
- Kappa 0,4 - 0,60 : Fair
- Kappa 0,60 – 0,75 : Good
- Kappa > 0,75 : excellent

The raters awarded speaking test scores individually by using oral proficiency scoring categories by brown as a guideline. Its consists of six categories: grammar, vocabulary, comprehension, fluency, pronunciation, and task. The band score for each category ranged from 1-5 (see appendix 5).

The result of grammar aspect inter-rater reliability testing using SPSS showed that,

Table 3.5 Inter-Rater Reliability Testing Cohen Kappa Grammar Aspect

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.667	.153	4.391	.000
N of Valid Cases		24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of vocabulary aspect inter-rater reliability testing using SPSS showed that,

Table 3.6 Inter-Rater Reliability Testing Cohen Kappa Vocabulary Aspect

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.844	.106	5.505	.000
N of Valid Cases		24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of comprehension aspect inter-rater reliability testing using SPSS showed that,

Table 3.7 Inter-Rater Reliability Testing Cohen Kappa Comprehension Aspect

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	.610	.142	4.163	.000
N of Valid Cases	24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of fluency aspect inter-rater reliability testing using SPSS showed that,

Table 3.8 Inter-Rater Reliability Testing Cohen Kappa Fluency Aspect

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	.937	.061	6.811	.000
N of Valid Cases	24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of pronunciation aspect inter-rater reliability testing using SPSS showed that,

Table 3.9 Inter-Rater Reliability Testing Cohen Kappa pronunciation Aspect

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.

Measure of Agreement	Kappa	.812	.099	6.052	.000
N of Valid Cases		24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of task aspect inter-rater reliability testing using SPSS showed that,

Table 3.10 Inter-Rater Reliability Testing Cohen Kappa Task Aspect

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.934	.064	6.256	.000
N of Valid Cases		24			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

All tables showed that, Inter-rater for Grammar aspect, 0.667. The number of 0,667 resided between kappa 0,60-0,75, that means the inter-reliability is good. Inter-rater for vocabulary aspect, 0,844. The number of 0,844 > 0,75, that means the inter-reliability is excellent. Inter-rater for Comprehension aspect, 0,610. The number of 0,610 resided between kappa 0,60-0,75, that means the inter-reliability is good. Inter-rater for Fluency aspect, 0,937. The number of 0,937 > 0,75, that means the inter-reliability is excellent. Inter-rater for Pronunciation aspect, 0,812. The number of 0,812 > 0,75, that means the inter-reliability is excellent. Inter-rater for Task aspect, 0,934. The number of 0,934 > 0,75, that means the inter-reliability is excellent.

3. Research Instruments Validity

According to Ranjit Kumar (2011), in terms of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes based on Smith states, “Validity is defined as the degree to which the researcher has measured what he has set out to measure.”

According to Kerlinger (2011), ‘The commonest definition of validity is epitomised by the question: Are we measuring what we think we are measuring?’ Babbie writes, ‘validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration’.

To measure the validity of the research instrument, the researcher used the product moment formula by Karl Pearson follows;

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

If $r_h > r_t$, it means that the research instrument valid.

There are several types of validity:

a. Face Validity

Face validity is establishment of a logical link with an objective in each question or item on research instrument which must had. It is equally important that the items and questions cover the full range of the issue or attitude being measured.

In this research, the researcher used face validity to measure how valid the questionnaire instrument used. It relates with the students’ L1 frequency use.

b. Content Validity

Assessment of the items of an instrument in this respect is called content validity. In addition, the coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items. Content validity is also judged on the basis of the extent to which statements or questions represent the issue they are supposed to measure (Ranjit Kumar, 2011:167).

The content validity used to measure how valid the instruments used to know “are the items in the speaking test and the questionnaire of students’ L1 have been balanced with the theory of L2 speaking ability?”

c. Construct Validity

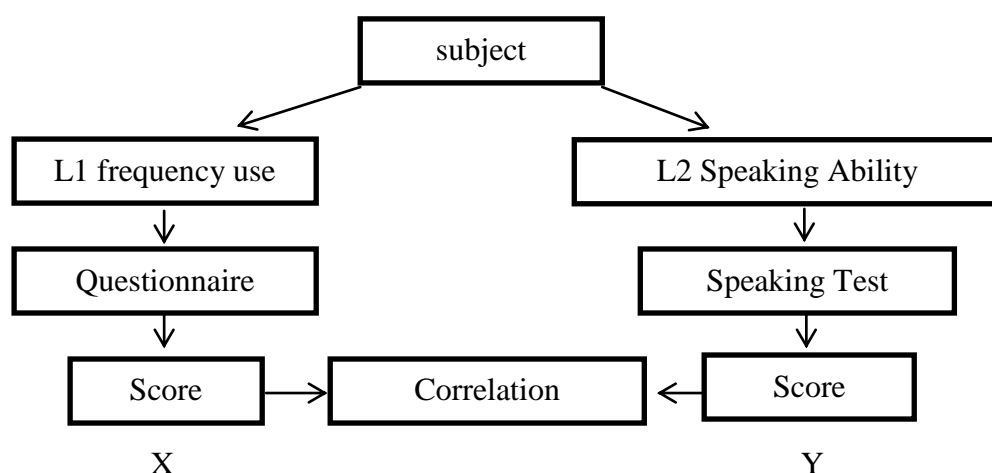
Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring (Daniel Mujis, 2004:68).

In this research, the researcher used construct validity to measure how valid the instruments used to know “are the questionnaire instruments used have been valid to measure the relation between L1 and the L2 speaking ability theory.

Based on try out instrument analysis the result of validity instrument showed that 25 items of questionnaire are valid ($r_h > r_t$). The validity instrument can be seen in appendix 7.

D. Data Collection Procedures

To get the data about students' L1 frequency use and their L2 speaking ability scores by the students of English study program third semester at IAIN Palangka Raya, the researcher given the questionnaire to know how far the students' L1 frequency use and the researcher given speaking test to know the students' L2 speaking ability scores.



The collection procedures are:

1. The researcher decided the population and sample of the research. They are the third semester English Departement students at IAIN Palangkaraya in academic year 2016/2017 who take speaking class.
2. To measure how far the students use their L1, the researcher use the questionnaire.
3. And then, to measure how far their L2 speaking ability scores, the researcher used speaking test. To take the students' speaking scores, the researcher made cooperation with the lecturer in speaking class.
4. From some data that gotten, the researcher started to sum and make them in numeric data to process more, search the correlation between two

variables, students' L1 frequency use and their L2 speaking ability scores based on the questionnaire and their speaking test score using M.S. Excel or SPSS.

E. Data Analysis Procedures

To measure the correlation both the two variables, the researcher uses the Pearson Product Moment formula, as follows: The formula is as follows:

$$r_{xy} = \frac{\sum(X - \bar{X})(Y - \bar{Y})}{N S_y S_x}$$

Where,

r_{xy} = Pearson-product moment reliability coefficient

X = score of students' anxiety (questionnaire sheet)

\bar{X} = mean on test X

S_x = standard deviation on test X

Y = score of students' speaking test

\bar{Y} = mean on test Y

S_y = standard deviation on test Y

N = the number of students who took test

However, to make it easy in calculating the data, the writer uses SPSS 16 in processing the data to get the correlation both of the variable. A t-table was applied to answer the research question about the differences on students' L1 frequency use with students' speaking achievement.

The researcher determined the table interpretation of product moment scales, as follows:

0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High correlation

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. Those variables were variable X that was students' L1 frequency use and variable Y that was students' L2 speaking ability scores. By the interpretation table, the researcher concluded the strength of the correlation.

After finding the correlation coefficient, it was necessary to find out whether it is significant or not by using t formula, as follow:

$$t_{observe} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t : the value of $t_{observed}$

r : the coefficient of $r_{observed}$

n : number of students

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher showed the result of data collections and data analyses to get the answer of research problem. It included some topics; (1) the data presentation, (2) Normality testing, (3) Linierity testing (4) Hypothesis testing, (5) interpretation and (6) Discussion.

A. Data Presentation

In this research the researcher used Quantitative approach to collect data from students. In this method, there were two steps to collect the data, questionnaire and speaking test.

Questionnaire is some of written questions use to get information fromrespond or something that has been known. According to Arikunto in Yuliana (2014), there are two kinds of questionnaire based on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the questions using their own words, but closed questionnaire serves the answer, that the respondents just need to choose one of the available options.

The researcher got some data or information by closed questionnaire sheet. The questionnaires adapted from items on perception of students on the effects of L1 frequency use on performance of English by Mele F. Latu (1994).

The participants were asked to respond to the 25 items referring to their L1 frequency use and their perceived ability in English affected by their L1. The

responses were given on a 5-point Likert scale, where 1 indicated strong disagreement, and 5 strong agreement with a statement. 1= strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree which indicated the degree frequency of respondents. The questionnaires will be distributed to all students in TBI-c third semester as try out class and asked them to fill or give check for the statements. After the students finished the work to answer the questionnaire about L1 frequency use, the researcher collected the questionnaires sheet from them to measure the validity and the reliability of questionnaire first. After that, the researcher distributed the valid and reliable questionnaire to all students in TBI-b third semester as sample class.

For the result of the questionnaire, the researcher sum the likert score of each respondents answer to know the level of L1 frequency use. Look at the table below to know the result of testing students' L1 frequency use.

Table 4.1 The result of students' L1 Frequency Use

No.	Participants	L1 frequency use Score
1.	A	74
2.	B	88
3.	C	88
4.	D	89
5.	E	66
6.	F	101
7.	G	92
8.	H	92
9.	I	105
10.	J	86
11.	K	113
12.	L	106

13.	M	105
14.	N	107
15.	O	96
16.	P	108
17.	Q	97
18.	R	93
19.	S	100
20.	T	114
21.	U	123
22.	V	113
23.	W	109
24.	X	118

For the students speaking test, as the researcher said above, Six situational contexts will given to each subject. They will to study them silently while they wait for the interviewer and then give in three to four sentences what they would say in English if they found themselves in such a situation. They will ask to respond as if they are actually addressing the imagine interlocutor.

The researcher has made tape-recording with students. This speaking test was given to get the score of students' speaking ability. To take students' scores in speaking test, the researcher was made a cooperation with the lecturer of speaking class as the second rater.

After the researcher got the score of students' speaking score, then calculated them until got the final score (mean score of each students).

Table 4.2 Students' speaking test score

No.	Participants	L2 Speaking Ability Score
1.	A	45
2.	B	61,66667
3.	C	70
4.	D	75

5.	E	65
6.	F	68,33333
7.	G	48,33333
8.	H	70
9.	I	60
10.	J	85
11.	K	65
12.	L	60
13.	M	55
14.	N	73,33333
15.	O	80
16.	P	48,33333
17.	Q	51,66667
18.	R	48,33333
19.	S	41,66667
20.	T	56,66667
21.	U	56,66667
22.	V	53,33333
23.	W	40
24.	X	56,66667

The purpose of this research was to measure the correlation between students' L1 frequency use and their L2 speaking Ability scores. The data of the study were analyzed by using statistical analysis. Statistic technique for determining relationship between pairs of score known as correlative procedures (Ary, 2002:143).

To measures the correlation both the two variables, the researcher used Pearson Product Moment formula, as follow: The formula is as follows:

$$r_{xy} = \frac{\Sigma(X - \bar{X})(Y - \bar{Y})}{N S_y S_x}$$

r_{xy} = Pearson-product moment reliability coefficient

X = score of students' anxiety (questionnaire sheet)

\bar{X} = mean on test X

S_x = standard deviation on test X

Y = score of students' speaking test

\bar{Y} = mean on test Y

S_y = standard deviation on test Y

N = the number of students who took test

However, to make easy in calculating the data, the researcher used SPSS 16 in processing the data to get the correlation both of the variable. A t-table was applied to answer the research question about the differences on students' L1 frequency use with students' speaking achievement. The researcher determined the table interpretation of product moment scales, as follow:

Table 4.3 interpretation correlation by Arikunto

Correlation value (r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High correlation

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. Those variables were variable X that was students' L1 frequency use and variable Y that was students' L2 speaking ability scores. By the interpretation table, the researcher can conclude the strength of the correlation.

B. Research Findings

1. Testing Normality and Homoginity (Linierity)

a. Testing Normality

In quantitative research, it important to know the normality of the data.

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing.

Table 4.4 The data of two variables.

No.	Participants	L1 frequency use Score	L2 Speaking Ability Score
1.	A	74	45
2.	B	88	61,66667
3.	C	88	70
4.	D	89	75
5.	E	66	65
6.	F	101	68,33333
7.	G	92	48,33333
8.	H	92	70
9.	I	105	60
10.	J	86	85
11.	K	113	65
12.	L	106	60
13.	M	105	55
14.	N	107	73,33333
15.	O	96	80
16.	P	108	48,33333
17.	Q	97	51,66667
18.	R	93	48,33333
19.	S	100	41,66667
20.	T	114	56,66667
21.	U	123	56,66667
22.	V	113	53,33333
23.	W	109	40
24.	X	118	56,66667

From the data above, the researcher found out whether the data is normal or not by using SPSS program. The result can be looked below:

Table 4.5 Normality testing by One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	11.77195392
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.090
Kolmogorov-Smirnov Z		.525
Asymp. Sig. (2-tailed)		.946
a. Test distribution is Normal.		

As the table show above, the result of the distribution data is normal. The table of One-Sample Kolmogorov-Smirnov Test was obtained probality number/Asym. Sig.(2-tailed). This percentage will be compared with 0.05 ($\alpha=5\%$) to take the decision based on:

1. The percentage of the significance (Sig.)/probability >0.05 it means the distribution data is normal.
2. The percentage of the significance (Sig.)/probability <0.05 it means the distribution data is not normal.

b. Linierity

From the data above, the rsearcher also found out whether the data is linier or not by using SPSS program. The result can be looked below:

Table 4.6 One Anova Linierity Testing

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
L2 Speaking Ability Scores * L1 Frequency Use	Between Groups	(Combined) Linearity	2982.958	19	156.998	1.711	.322
			162.644	1	162.644	1.773	.254
		Deviation from Linearity	2820.315	18	156.684	1.708	.323
	Within Groups		367.000	4	91.750		
	Total		3349.958	23			

As the table show above, the result of the distribution data is linier. The table of Anova was showed significance = 0,323 > 0,05, it means that based on the significance score between two variables is linier. Based on the F score, the researcher found $F_h=1.708$ with df 18.4, it means that $F_t= 5,82$ (From F 0,05 table distribution). Because $F_h < F_t$, the researcher concluded that there is linier relationship between variable L1 Frequency Use (X) and variable L2 Speaking Ability Scores (Y)

2. Testing Hypothesis

a. Students' L1 Frequency Use

For the first data is taken by distributing the questionnaire. The questionnaire consists of 25 items of L1 frequency use. From the questionnaire, the researcher got the result as shown in appendic 3. The result shown the means of students' L1 frequency use (X)= 99,29 , (s= 13,67)

Table 4.7 percentage frequency of students' L1 Frequency Use

Level	Class Boundaries	Frequency	Percentage
A	66-77	2	8,3%
B	78-89	4	16,67%
C	90-101	7	29,17%
D	102-113	8	33,3%
E	114-125	3	12,5%
TOTAL		24	99,9%

The data showed that the percentage of level A (students who got very low L1 frequency use) there are 8,3%, level B (low L1 frequency use) 16,67%, level C (enough) 29,17%, level D (high L1 frequency use) 33,3%, and level E (very high L1 frequency use) 12,5%.

b. Students' L2 speaking test

In this study the research studied about the correlation between students' L1 frequency use and their L2 speaking ability score in this case it is about the result of students' speaking test. So, to get the data the researcher took students of IAIN Palangka Raya as the participant. The result of students' speaking score can be seen in appendix 5.

By the result, the researcher got the mean score and standard deviation. From all participants (N=24) the result shown the means score of speaking test (\bar{X})= 59,79 , (s= 11,96).

Table 4.8 Percentage frequency of L2 speaking test

Level	Class Boundaries	Frequency	Percentage
A	40-49	6	25%
B	50-59	6	25%
C	60-69	6	25%
D	70-79	4	16,6%
E	80-89	2	8,3%

TOTAL	24	99,9%
-------	----	-------

The data showed that the students who got very low score (level A) and low score (level B) had a high frequency with same percentage 25%, enough score (level C) and high score (level D) 20,8%, and very high score (level E) with percentage 8,3%.

c. The relationship between L1 frequency use and L2 speaking ability scores

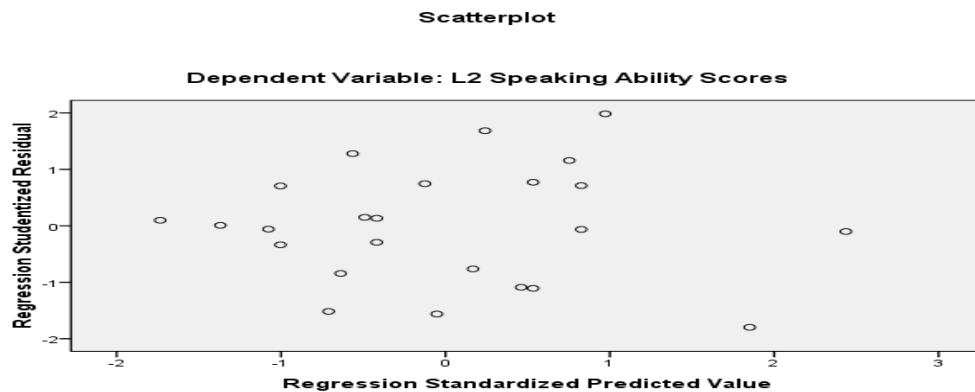
As the data shown above, the researcher got the result of each variable. This is the result of correlation between students' L1 frequency use and their L2 speaking ability score.

Table 4.9 Analysis result of Pearson Product Moment

Correlations		L1 Frequency Use	L2 Speaking Ability Scores
L1 Frequency Use	Pearson Correlation	1	-.220
	Sig. (2-tailed)		.301
	N	24	24
L2 Speaking Ability Scores	Pearson Correlation	-.220	1
	Sig. (2-tailed)	.301	
	N	24	24

The table above showed the correlation coefficient equaled $r = -.220$, which indicated there was negatif correlation between two variables.

Figure 4.1.1 Scatterplot Dependent Variable: L2 Speaking Ability Scores



The scatterplot showed that the plots draw a straight line from the right bottom side to the left corner up, it showed low negative correlation between variables. It means that the higher students' L1 frequency use the lower their L2 speaking ability scores.

Whereas, for the number significance (Sign)=.301 will be used to know which hypothesis will be accepted or rejected.

3. Interpretation of the Result

This research was done in collecting data and got the result of the correlation. But to answer research problem, the researcher had to measure whether the hypothesis was rejected or not. After finding the correlation coefficient, it is necessary to find out whether it is significant or not by using t formula. The researcher had two hypothesis in this research, those are:

1. Alternative hypothesis (H_a)

There is a correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

2. Null hypothesis (H_0)

There is no correlation between students' L1 frequency use and their L2 speaking ability scores at IAIN Palangka Raya in academic year 2016/2017.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance) and t test. As the result of correlation above (table), we get $r=-.220$, $N.Sig=.301$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

1. Based on the N.Sig (number of significance)

- a. H_0 accepted if $N.Sig < 0.05$ ($\alpha=5\%$)
- b. H_a rejected if $N.Sig > 0.05$ ($\alpha=5\%$)

2. Based on t test theory

- a. H_a accepted if $t_{\text{observe}} > t_{\text{table}}$
- b. H_a rejected if $t_{\text{observe}} < t_{\text{table}}$

The result of analyzing the data significance 0.301 (Level of Significance 0.05 and 2 Tailed) clarified H_a rejected. The hypothesis testing concluded that $N.Sig > 0.05$ ($\alpha=5\%$), where H_0 cannot be rejected. It told that both students' L1 frequency use and their L2 score in speaking class are not correlated. The null hypothesis which said, "There is no significant correlation between students' L1 frequency use and their L2 speaking ability scores", answered the research problem.

The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 24.
2. The most students (25%) in very low level of speaking test and (25%) in low level of speaking.
3. The highest number of students' L1 frequency use (12,5%) in enough level (29,17%) of L1 frequency use.
4. The result of calculating correlation between students' L1 frequency use and their speaking test was $r=-.220$. Based on scatterplots interpretation the strength of correlation is negative low correlation.
5. From SPSS calculation the writer get $N.Sig = .301$, where $significance > 0.05$.
6. The hypothesis accepted was the null hypothesis (H_0).

By the results, it can be concluded that there was negative correlation both two variables in very low correlation. But the hypothesis testing showed there was no correlation between two variables, because $N.Sig > 5\%$, so it means H_a rejected and H_0 accepted.

C. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' L1 frequency use and their L2 speaking ability scores in speaking class of English Department at IAIN Palangka Raya academic 2016/2017 year. In learning a foreign language, English, it was important to practice or speak the new word that they know. By speaking the word or sentence, the learner will be helped in memorizing process. When the

learners have problem in speaking such as their frequency use of mother tongue or L1 it can be impact to their acquiring the foreign language.

In this discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the researcher has conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that given to all students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to know the L1 frequency use. The second instrument used was speaking test. This test was conducted by the researcher and the speaking lecturer as second rater in that class. In this discussion the writer intended to present derived from the analysis of the findings.

Nevertheless, as the researcher explained before if the students had high L1 frequency use it may be impact or influence in their L2 speaking acquisition or their test. The student can be failed in their test when they have high L1 frequency use.

According to behaviorist theories (including the Contrastive Analysis Hypothesis) For Behaviorists, practice should be based on repetition and memorization so that learners can make habit formations because they believe that the more learners repeat the forms of L2 the better they will learn L2. It

means that the habit of use L2 can develop their L2 ability (Chapter II, pg. 15).

Guion et al (Chapter II, pg.15) investigated the interaction of the L1 and L2 systems in bilinguals by assessing the effect of L1 use on L1 and L2 production accuracy. A novel design feature of this study is that it examined bilinguals who used their L1 on a regular basis in a bilingual setting: Otavalo, Ecuador. Thirty native Quichua speakers who were matched for age of Spanish acquisition were recruited to form three groups differing in self-reported L1 use. The three groups repeated aurally presented sentences from their L1 and L2. Monolingual listeners from each language rated the blocked, randomly presented sentences for degree of foreign accent. For the Spanish sentences, the group with the highest L1 use had stronger Quichua accents than the group with the lowest L1 use. On the other hand, L1 use had no effect on the ratings of the Quichua sentences. Results from an analysis of Korean-English bilinguals are also reported. These results replicate the finding that L1 use affects L2, but not L1 production. These findings indicate that the interaction of the L1 and L2 systems affects the success of L2 acquisition, providing evidence that factors other than neurological maturation influence L2 acquisition.

If we back to the theories and compare to the result that said there was no correlation between students' L1 frequency use and their L2 speaking ability scores, it was in line with the theory that said that L1 use give significant effect in L2 production. By the result of hypothesis testing, it means where

high in one so low in the other, or, low in one so high in the other. In term of this research, we can take the conclusion that if students have high level of L1 frequency use, they will get low score in L2 speaking test. And when student have low L1 frequency use they will get high L2 speaking score.

However the correlation showed very negative low correlation of two variables, as the researcher opinion, thought to there was correlation between L1 frequency use and their L2 speaking ability scores.

The researcher assumed there are some reasons why this result (Ho cannot be rejected) can be happened:

1. When the questionnaire distributed to the students, they might be confuse with the statement (because the statement wrote in English). The students could not understand the sentences in the questionnaire, so they did not answer them maximal or became misunderstanding in answering the sentences.
2. Next, because of the time distributing the questionnaire was not directly with the time in speaking testing, it may make the students forgot the feeling when they took the test.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided into two parts, conclusion and suggestion. In the conclusion will clarify about the result of correlation between students' L1 frequency use and their L2 speaking ability scores of the third semester students of IAIN Palangka Raya. The suggestion will contain of the researcher view and suggestion for the future researcher in order to give positive feedback to the students.

A. Conclusion

After the calculating the data above, it was found out that the result of r calculated is $-.220$. This value showed that there is a negative correlation between students' L1 frequency use and their L2 speaking ability scores. Based on the table of interpretation of r value, the result of r calculated ($-.220$). It means that the strength of correlation coefficient between two variables came in very low negative correlation.

The result of analyzing the data significance 0.301 . The hypothesis testing explained that $N.Sig > 5\%$ and for the result, the null hypothesis in this research cannot be rejected. It showed that both students' frequency use and their L2 speaking ability scores were not correlated. The null hypothesis which said, "There is no correlation between students' L1 frequency use and their L2 speaking ability scores" answered the research problem.

Though, r showed very low negative correlation interpretation, but the result explained us that the L1 frequency use has negative influence on

students speaking apprehension and achievement to students of Education English Program of IAIN Palangka Raya. Students with low L1 frequency use had been good in L2 speaking score, and students' in high L1 frequency use would have low L2 speaking score.

B. Suggestion

As the researcher explained before, based on the measuring the correlation between two variables we have gotten the result of this research. Studying about the result, the researcher wants to give some suggestion to readers, especially, for future research:

1. Students

Students in foreign language class have to study hard and always use English frequently in studying English whether direct skills or indirect skills. Because when we use another new language it means we start to learn from the beginning. It starts in very command word to the difficult one.

2. Lecturer of speaking

The lecturer of speaking suggested to use variant methods in teaching their students and make them motivated to learn English, and use English to speak frequently. Because if students with low L1 frequency use had been good in L2 speaking score, and students' in high L1 frequency use would have low L2 speaking score.

3. Future researchers

For the future researchers, it is hoped that they can develop this study and get motivation to look for the similarity topic and how to try get problem solving in any problem that comes in second language class.

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