

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, previous study, research focus, research problems, objectives of the study, significances of the study, and operational definition. Each point is presented as follows:

A. Background of the Study

There are four skills in teaching English in a university. They are writing, reading, listening, and speaking. To support the skills, all components of the language namely structure, vocabulary, spelling and pronunciation are taught.

One of the expressive language elements is speaking skill. Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success in life, as it important position both individually and socially. But, there is many problems by some people especially student when they want to explore their idea orally and they difficult to express their capability in English skill.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. ¹

¹ Ayu Diyah Harni Susanti, “*Using Role Play In Teaching Speaking*”, Unpublished Thesis: , Jakarta : Syarif Hidayatullah State Islamic University, 2007, p.1

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. speaking skills namely the students interest, the material, and the media among others including the technique in teaching English.

According to Jenep, there are two factors that cause low levels of student skills in speaking that is, external factors and internal factors. External factors, including the use of Indonesian influence in my family environment and society even in everyday communication, many students still use the mother tongue of contaminated one another. External factors include, lack of interest as well as business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except that students lack confidence to express publicly.²

In some countries, although English is not the mother tongue of the majority of in habitants, it may be used as the medium of instruction or as a foreign language. As a foreign language, English is also spoken Indonesian people for practical activities of various kinds. Indonesia have many kinds of culture and ethnic such as Java's ethnic, Dayak's ethnic, Banjar ethnic, etc. All the ethnic in Indonesia have their language as their first language rather than having Indonesian language as the first language. Concerning that the native language or the mother

² Hanafiah, Jenep, "*Improvement Speaking Skill by Using Drama Technique*", Vol.1, 2010, p.53-60.

tongue is indeed a very important factor in second language learning. Their accent will be distinctively recognized because they produce a different pronunciation. The differences will be seen clearly through features of intonation, word stress, vowels, and consonants. Based on this assumption, as variations differences rely on the kind of community, the researcher is curious to find out the influence of mother tongue on speaking English.

From the phenomenon in STAIN of Palangka Raya, researcher can see several students of English department come from some ethnics such Dayak, Java, banjar, etc use facility spelling in their English conversation. They tend to use sharply a vowel in their Dayaknese, Banjarnese and Javanese language and transfer this accent into their English.

Based on the preliminary study, the researcher interviewed a student from second semester of English education program. Nana is one of student from second semester of English education program. Nana came from Palangka Raya and lived here, but Nana's parents form java. Nana and family live in Palangka Raya for long since and around them many Banjarnese people, because of that they usually used Banjar language for communication in daily live. Although Nana's parents from java, Nana's parents never use java language to communicate with Nana. Nana and family usually used Banjar language and Bahasa Indonesia to speak. When the researcher interviewed Nana as preliminary study in this research, Nana said that mother tongue (Banjar accent) didn't influence in her speaking, but sometime she made mistake in speaking because the influence of bahasa Indonesia as a second language for Indonesian learners. Nana answered

the question honestly and Nana realized her mistake. During the interview, the researcher observed Nana's has good enough pronunciation in speaking, but she sometime made mistake when say English word like Bahasa Indonesia. The researcher understand with Nana's problem in speak English, because the researcher also from English education who ever learned in speaking class. From the researcher experience in speaking class, in oral performance students who strong in their mother tongue often made mistake in pronunciation and speaking.³

As one of the components of the language, pronunciation has an important role in English, especially in speaking and listening. Each language has its own pronunciation system. Vowel, diphthongs, consonants, sequence of sounds permitted, prosodies or supra segmental features are different between one to another language. No two different languages have truly similar pronunciation system.

The differences become the problems of most Indonesian learners and they hinder them to have a good English pronunciation. They will influence both their speaking and their listening competence. Their English is influence by their Indonesian. Their pronounce English doubtfully or even wrongly so that their oral English is difficult to understand.⁴

From the problems above the researcher suggested English students for leave habit of mother tongue when speak English. This research is very potential for researchers to provide a better theoretical and practical understanding of mother tongue in speaking English because researcher found some problems in

³ Interview with Nana Apriliana in Palangkaraya on Thursday, 21/3/2014

⁴ Cemink's Voices, *Influence of Banyumasan Accent in learning English*. Copyright © 2011, p.1-2.

English students when speak English. The researcher interest to find the solutions for this problem by investigate student's perception toward the influence of mother tongue in speaking English of the third semester students of English education study program of STAIN Palangka Raya. The aim of this research is to know the influence of mother tongue in speaking English and wants to investigate the students difficulties in mastering speaking.

There are some related studies. The first study was conducted by Muriungi, and Mbui from Kenya. The result of this study is Mother tongue interference impacts negatively on the acquisition of English language skills among day secondary school students. Schools should also ensure that all learners are motivated and a myriads of ways of motivation should be used.⁵

The second study was conducted by Kavaliauskienė. In this study all the learners customarily rely on their mother tongue in learning English and the amount of the native language that students need depends on their proficiency and linguistic situations.⁶

⁵ Peter Kinyua Muriungi & Mercy Kimathi Mbui, *"The Influence of Mother-Tongue Maintenance on Acquisition of English Language Skills among Day Secondary School Students in Imenti South District, Kenya"*, International Journal of Linguistics ISSN 1948-5425 2013, Vol. 5, No. 1 Published: February 28, 2013, p 304.

⁶ Galina Kavaliauskienė, *"Role of Mother Tongue in Learning English For Specific Purposes"*. Mykolas Romeris University, Vilnius, Lithuania, ESP World, Issue 1 (22), Volume 8, 2009, p 11

B. Previous Study

The previous study was conducted by Muriungi, and Kimathi. The result of this study is Mother tongue interference impacts negatively on the acquisition of English language skills among day secondary school students. The findings from English language teachers in day secondary school affirmed that their students lack communicative command required in English language. Day secondary school students' lack proper motivation to be able to learn English. Teachers mostly pay attention to students who perform well.

Since mother tongue maintenance hinders the advancement of English language among day secondary school students, administration should enforce rules to ensure that mother-tongue is not used in school. Schools should provide essential resources and facilities such libraries in order to provide an enabling environment for the acquisition of English in day schools. Schools should also ensure that all learners are motivated and a myriads of ways of motivation should be used.⁷

The study about mother tongue also had been conducted by Kavaliauskienė. This study was conducted at Mykolas Romeris University, Vilnius, Lithuania. The survey results in this study, the researcher find there are two main differences in students' attitudes. First, the amount of the mother tongue that the learners of different specialization need. Second, the different linguistic situations for the use of the mother tongue.

⁷ Peter Kinyua Muriungi & Mercy Kimathi Mbui, "*The Influence of Mother-Tongue Maintenance on Acquisition of English Language Skills among Day Secondary School Students in Imenti South District, Kenya*", International Journal of Linguistics ISSN 1948-5425 2013, Vol. 5, No. 1 Published: February 28, 2013, p 304.

In this study the following conclusions have been drawn. First, all the learners customarily rely on their mother tongue in learning English. Second, the amount of the native language that students need depends on their proficiency and linguistic situations. Third, the statistical processing of the research findings showed that the data are significant in spite of the small sample of recipients. Finally, the students' autonomously generated reading comprehension exercises, summary writing and back-translation activities help raise learners' awareness of differences between English and the mother tongue and facilitate linguistic development.⁸

The last previous study is about The Problems of Dayaknese Students in Pronouncing English had been conducted by Hasan. The study was aimed the problems of dayaknese students in pronouncing English diphthongs at the study program of English education of STAIN Palangka Raya. Here the study attempted to answer there were the problems of dayaknese in pronouncing English diphthongs, there were the differences in Supra-segmental features between Dayaknese students and Native speakers in pronouncing English diphthongs, and how do the students' ways to solve their problems in pronouncing English diphthongs.⁹

⁸ Galina Kavaliauskienė, "Role of Mother Tongue in Learning English For Specific Purposes". Mykolas Romeris University, Vilnius, Lithuania, ESP World, Issue 1 (22), Volume 8, 2009, p. 6-11

⁹ Hasan Maulana, "The Problems of Dayaknese Students in Pronouncing English Diphthongs at the Study Program of English Education of STAIN Palangka Raya", 2013, p.155

The different between related studies and the presents study are the present study more specific than related studies. Related studies discussed to general, because related studies focus in the influence mother tongue on English langue skill and the role of mother tongue in learning English. while the present study discuss the influence of mother tongue in speaking only.

C. Research Focus

This study is focused to investigation of the problem faced by students at the third semester of English study program of STAIN Palangka Raya in academic year 2014 in their difficulties to express their pronunciation in English language. It is limited to the influence of mother tongue in speaking English, the difficulties in speaking English and express English pronunciation and how do the English students solve their problems in pronouncing English word.

D. Research Problems

Based on the background of the study above, the problems of the study are as mentioned below:

1. What are the influence of mother tongue in speaking English of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014?
2. What are the problems of English students in pronouncing English word of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014?

3. How do the English students solve their problems in pronouncing English word of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014?

E. Objectives of the Study

Based on the problems of the study, the objectives of the study are as follows:

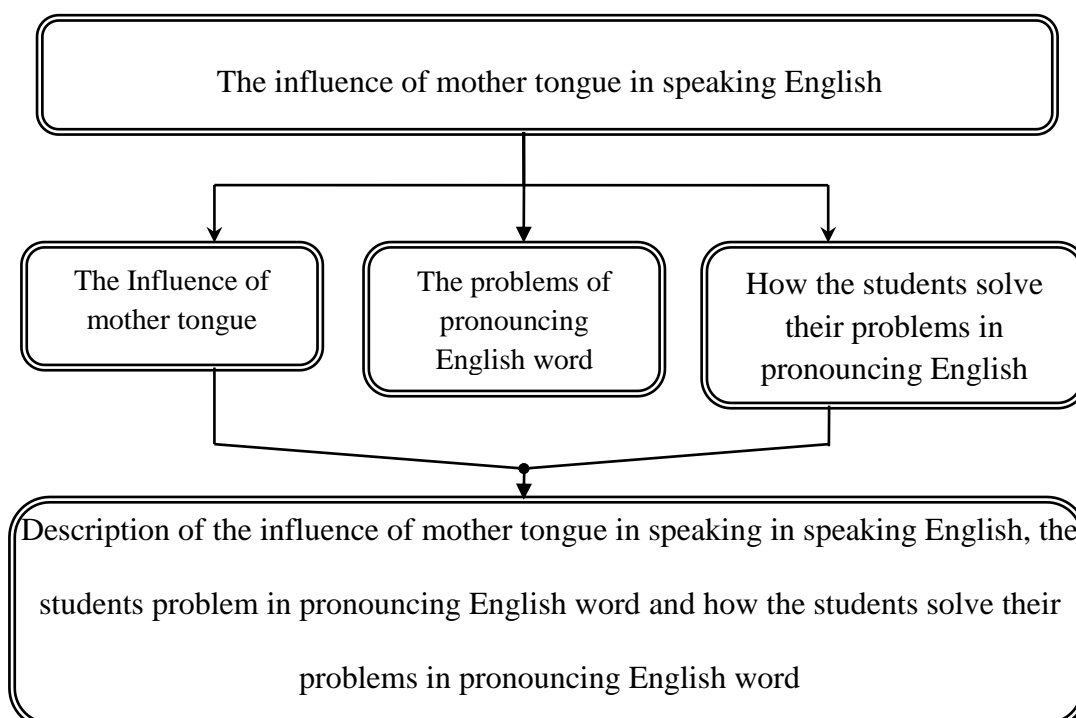
1. To describe the influence of mother tongue in speaking English of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014
2. To describe and analyze clearly about the problems of English students in pronouncing English word of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014
3. To describe the students' ways in solving their problems in pronouncing English word of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014.

F. Theoretical Framework

The one of the most difficult problems facing non-native speakers of English was speaking and pronunciation. Speech and pronunciation has been the first and most important thing native speakers notice during an English conversation. Knowing grammar and vocabulary were important but useless we were unable to pronounce those structures or words correctly. So, speaking become one of obligations' course it called "speaking practice" at the study program of English Education (TBI) of STAIN Palangka Raya because speaking practice was very useful for Second language (L₂) learners.

In this case, the students of The State Islamic College (STAIN) Palangka Raya of the study English Education (TBI) which consists of various cultural backgrounds such as: Dayaknese, Javanese, Banjarnese, etc. Many students still used their first language (L₁) for communication each other. The problems of pronunciation appear from many aspects that influence the learners' pronunciation. There are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error¹⁰.

So, in this study the researcher wanted to describe the influence of mother tongue in speaking English of the third semester students of English study program of STAIN Palangkaraya in academic year 2013/2014. It can be seen from the schema follow:



¹⁰ Ramelan, "*English Phonetics*", 1985, p.6-7.

G. Significance of the Study

The significances of this study is expected to give some useful information for the student problem. They as follows :

1. Theoretically, for students, the result of this study will give and add their knowledge and information about the influence mother tongue in speaking English and the weakness which the student often make and serve as feedback to improve all of students in learning speaking English as well.
2. Practically, for students, the result of this study will make them to know their mistakes, their weakness in their learning process in speaking English of understanding about their weakness, and to improve their ability, exactly their competence in speaking English.

H. Operational Definition

In order to avoid misunderstanding, it is considered important to define some terms concerning this study .the terms are :

1. Mother tongue: is the language first learned by a child or in another word mother tongue is the language that a baby learn from parents (a person's native language that is a language learned from birth. The language learned from the mother.¹¹ In this present study, the researcher wants to know the influence of mother tongue in speaking English.
2. Pronunciation: Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds

¹¹ Istvan Kecskes, Tünde Papp, 2000, *Foreign Language and Mother Tongue*, in Skutnabb-Kangas and Phillipson (1989), State University of New York, Albany, p. 1

are perceived by the hearer.¹² In this study, researcher ask English student (Banjarnese, Dayaknese and Javanese) to pronounce 14 English word.

3. Speaking: is interactive and requires the ability to co-operation in the management and clear articulation in valves use of organs of speech to product sounds((Oxford Advanced learners Dictionary).¹³ In this study, the researcher focused on speaking.

I. Frame of Discussion

The frameworks of the discussion of this study are:

- Chapter I : Introduction which consists of background of the study, previous study, research focus, research problems, objectives of the study, significance of the study, operational definition and Frame of the Discussion.
- Chapter II : Theoretical Review which consists of, It covers Introduction of the Mother Tongue, Definition of pronunciation, the Problems in pronunciation, Definition of Speaking, and Factor Influencing to difficult of learning speaking.
- Chapter III : Research methodology which consists of research type and design, role of the research, research site, source of the data, data collecting procedures, data analysis, and method for verification of the research finding.

¹² Jack C Richards, Richard schmidt, 2002, *Longman Dictionary of Language Teaching And Applied Linguistics third edition*, p. 429

¹³ AS Hornby, *Oxford Advanced learners Dictionary*,... p.1428

Chapter IV : Research findings and the result of study which consists of the influence of mother tongue in speaking English, the problems of English students' in pronouncing English word, and the students' ways in solving their problems in pronouncing English word.

Chapter V : Which consist of discussion.

Chapter VI : Which consist of conclusion and suggestion.