CHAPTER IV

RESULT OF STUDY

This chapter presents the result of study. The result and the finding design to answer the research problems, what are the influences of mother tongue in speaking English, and what are the problems of English students in pronouncing English word. This section covers the problems of Dayaknese, Banjarnese and Javanese students' mother tongue in speaking and pronouncing English and how do the students solve their problems in speaking and pronouncing English.

## A. The influence of mother tongue in speaking English

This part of the study focused on what are the influence of mother tongue in speaking English. The questionnaires and the interview ask about the influence of mother tongue in speaking English. This section reveals the influences of mother tongue (Dayaknese, Banjarnese and Javanese students') in speaking English of the third semester students of English education study program of Stain Palangkaraya.

The result of questionnaires, mother tongue has bad influence in speaking English. The data results showed as it follows in the Figure 4.1
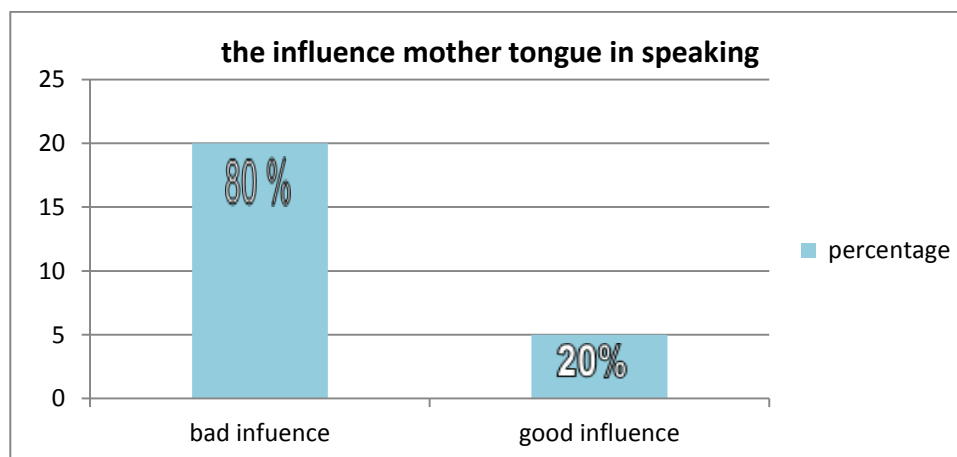
Based on questionnaires at number four, in the figure 4.1 students' answer show that 20 (80%) students think bad influence of mother tongue and 5 (20%) students think good influence. Students who think mother tongue has bad influence in speaking English because they think mother tongue has influence in their pronunciation when they speak English. Besides of that the students seldom to practice their speaking and also seldom to practice their pronounce by listen to the native speaker (English).

The result of questionnaire from number 2, show students' mother tongue. The data results showed as it follows in the Figure 4.2
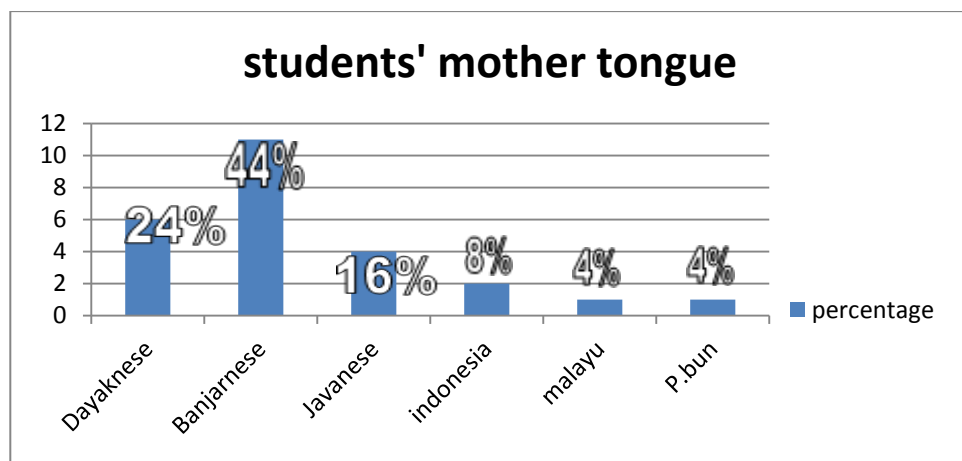
In the figure 4.2 students who has banjarnese mother tongue there are 11 students, 6 students has Dayaknese mother tongue and 4 students has Javanese mother tongue. The biggest mother tongue in class A is banjarnese. From the result, the researcher chose six students to interview. There are two students from dayaknese, two students from banjarnese and two students from Javanese.

The result of interview was compared with native speaker. The accuracy of Dayaknese, Banjarnese and Javanese students' in pronouncing English are compared with native speakers' pronunciation recording. Then the researcher

compared the pronunciation recording between Dayaknese, Banjarnese and Javanese students and native speakers by using Computer Program named *"Speech Analyzer 3.1"*. This application helped the researcher to know the accuracy of Dayaknese, Banjarnese, and Javanese students' in pronouncing English.

The result of the interview expresses the influence of mother tongue in speaking English.

1. MF

According to MF as Banjarnese, mother tongue has negative effect because mother tongue gave bad influence in pronunciation. She said English word sometime has similar word to pronounce. She said she often say wrong pronunciation because the effect of mother tongue. It can be seen to the result of interview to MF as followed:

In speaking English I think that negative, yes sometimes because there is similar with English that influence the pronounce. I feel difficult because that my mother influence me… ee when I speak English I feel difficult to prunonce it well. Emm… I think so many in my vocabulary when I speak English that influence me like in pronunciation.[68]

Based on the comparison of transcription between MF and native speaker showed the influence of mother tongue in speaking English especially in pronounce English word. She was difficult to pronounce some word and she said wrong articulation. She was failed to pronounce some words such as; *pan, seal suit and know*. She did not know how to pronounce them correctly. It can be seen from the table below:

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[68] Interview with Marfuah, at Ma'had al- jami'ah of STAIN Palangka Raya, on thrusday, September 18th 2014 at 04.00 am.

Table 4.1
The result of MF in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/∫Ip/	/∫Ip/	Acceptable
Sip	/SIp/	/SIp/	Acceptable
Pen	/pen/	/pen/	Acceptable
Pan	/pæn/	/pen/	/e/ = /æ/
Seal	/s:il/	/z:il/	/z/ = /s/
Zeal	/z:il/	/z:il/	Acceptable
Suit	/sut/	/suit/	Sound /i/ still exist
Shoot	/∫ut/	/∫ut/	Acceptable
Vote	/vot/	/vot/	Acceptable
Boat	/bot/	/bot/	Acceptable
Flea	/fli/	/fli/	Acceptable
Please	/pliz/	/pliz/	Acceptable
Know	/nəu/	/nau/	/a/ = /ə/
Now	/nau/	/nau/	Acceptable

Based on the result of the table 4.1 above, showed the evidence that MF difficult to pronounce some English word. As stated by Ramelan theory 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 error.

2. YI

According to YI as Banjarnese, mother tongue has negative influence because mother tongue influence her speak. She said English very different from

her mother tongue, the way to pronounce the word in her mother tongue is ease

because the sound is same with the word but different in English the word and the

way to pronounce has different sound. It can be seen to the result of interview to

YI as followed:

> I think is negative effect, because mother tongue influence my speaking
> because English is very different from my mother tongue. I think mother tongue
> influence my speaking because different in English is word and pronounce is
> different but in mother tongue the word is same how to pronounce.[69]

Based on the comparison of transcription between YI and native speaker

showed the evidence if YI was difficult to identify of some foreign sounds, such

as; pan, seal, suit, and know. It can be seen from the table below:

Table 4.2
The result of YI in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/ʃIp/	/ʃIp/	Acceptable
Sip	/SIp/	/sip/	Acceptable
pen	/pen/	/pen/	Acceptable
pan	/pæn/	/pen/	/e/ = /æ/
seal	/s:il/	/z:il/	/z/ = /s/
zeal	/z:il/	/z:il/	Acceptable
suit	/sut/	/suit/	Sound /i/ still exist
shoot	/ʃut/	/ʃut/	Acceptable
vote	/vot/	/vot/	Acceptable
boat	/bot/	/bot/	Acceptable
flea	/fli/	/fli/	Acceptable

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[69] Interview with Yulianti, at Ma'had al- jami'ah of STAIN Palangka Raya, on friday, September 19th 2014 at 10.30 am.

please	/pliz/	/pliz/	Acceptable
know	/nəu/	/naʊ/	/a/ = /ə/
Now	/nau/	/naʊ/	Acceptable

From the table 4.2 above, YI was difficult to pronounce between pen and pan, zeal and seal, and between now and know. She pronouncing the word with the same articulation and pronounce. It's because of the impact of mother tongue and habit of mother tongue.

She was pronounced the word like pronounce in her mother tongue word. As stated by Harmer Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. Because of that she was failed to pronounce some words such as; *pan, seal suit and know*. She did not know how to pronounce them correctly.

3. HW

According to HW as Dayaknese, mother tongue has negative effect. She said Dayak and English is very different in pronunciation, because of this she was difficult to pronounce English word. This also happen because she seldom to practice English word. It can be seen to the result of interview to HW as followed:

Negative, because dayak and english is very different and difficult to pronounce. Problem may be seldom practice with the other friend may be just it.[70]

Based on the comparison of transcription between HW and native speaker showed the evidence if HW was difficult to distinguished between know and now.

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[70] Interview with Herniwati, at Campus of STAIN Palangka Raya, on friday, September 19th 2014 at 10.00 am.

She also has difficult to pronounce some words as: vote, and boat. it can be seen from the table below:

Table 4.3
The result of HW in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/ʃIp/	/ʃIp/	Acceptable
Sip	/SIp/	/SIp/	Acceptable
Pen	/pen/	/Phen/	Sound /h/ still exist
Pan	/pæn/	/pæn/	Acceptable
Seal	/s:il/	/s:il/	Acceptable
Zeal	/z:il/	/z:il/	Acceptable
Suit	/sut/	/sut/	Acceptable
Shoot	/ʃut/	/ʃut/	Acceptable
Vote	/vot/	/fot/	/f/ = /v/
Boat	/bot/	/vot/	/v/ = /b/
Flea	/fli/	/fli/	Acceptable
Please	/pliz/	/pliz/	Acceptable
Know	/nəu/	/nəʊ/	Acceptable
Now	/nau/	/nəʊ/	/ə/ = /a/

From the table 4.3 above showed she also say some English word incorrect articulation and incorrect pronunciation as: pen and now. HW was pronounced some English word with same pronunciation such as know and now.

4. IW

According to IW as Dayaknese, mother tongue has negative influence because influence her pronunciation. She was difficult to pronounce English word

and sometime make mistake when she pronounce English word. She said difficulties happen because she has little vocabulary. It can be seen to the result of interview to IW as followed:

Negative, because influence my pronunciation. I think difficult because pronunciation is not good and my vocabulary just little.[71]

Based on the comparison of transcription between IW and native speaker showed the evidence if IW was difficult to pronounce English word, although she only made one mistake. It can be seen from the table below:

Table 4.4
The result of IW in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/ʃIp/	/ʃIp/	Acceptable
Sip	/SIp/	/sip/	Acceptable
Pen	/pen/	/pen/	Acceptable
Pan	/pæn/	/pæn/	Acceptable
Seal	/s:il/	/s:il/	Acceptable
Zeal	/z:il/	/z:il/	Acceptable
Suit	/sut/	/sut	Acceptable
Shoot	/ʃut/	/ʃut/	Acceptable
Vote	/vot/	/fot/	/f/ = /v/
Boat	/bot/	/bot/	Acceptable
Flea	/fli/	/fli/	Acceptable
Please	/pliz/	/pliz /	Acceptable
Know	/nəu/	/nəʊ/	Acceptable
Now	/nau/	/naʊ/	Acceptable

She was wrong in pronouncing word of vote, she said /fot/ it should be /vot/. IW was incorrect articulation when pronouncing vote and she also made incorrect intonation.

5. RW

According to RW as Javanese, mother tongue has negative influence for her. RW said her mother tongue (Javanese) has bad influence in pronunciation. It can be seen to the result of interview to RW as followed:

I think mother tongue has negative influence, because really influence, have bad influence in pronunciation.[72]

Based on the comparison of transcription between RW and native speaker showed the evidence if RW was difficult to pronounce one word as; suit and shoot. It can be seen from the table below:

Table 4.5
The result of RW in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/ʃIp/	/ʃIp/	Acceptable
Sip	/SIp/	/SIp/	Acceptable
Pen	/pen/	/pen/	Acceptable
Pan	/pæn/	/pæn/	Acceptable
Seal	/s:il/	/s:il/	Acceptable
Zeal	/z:il/	/z:il/	Acceptable
Suit	/sut/	/suiɪ/	Sound /i/ still exist
Shoot	/ʃut/	/ʃot/	/o/ = /u/

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[72] Interview with Ratnawilis, at Campus of STAIN Palangka Raya, on monday, September 22th 2014 at 14.00 pm.

Vote	/vot/	/vot/	Acceptable
Boat	/bot/	/bot/	Acceptable
Flea	/fli/	/fli/	Acceptable
Please	/pliz/	/pliz/	Acceptable
Know	/nəu/	/nəʊ/	Acceptable
Now	/nau/	/naʊ/	Acceptable

From the result of the table 4.5 above, when RW pronounced suit, the sound /i/ still exist when she pronouncing the word. Then, RW pronounced shoot as /ʃot/ it's should be /ʃut/ but in other words she can pronounce good enough because before pronounce the word she was read it before and then pronounce the word carefully.

As stated by Hammerly that the judicious use of the mother tongue (MT) in carefully crafted techniques can be twice as efficient (i.e. reach the same level of second language proficiency in half the time), without any loss in effectiveness, as instruction that ignores the students" native language".

6. SF

According to SF as Javanese, mother tongue has positive influence because mother tongue didn't has influence in English. But, sometimes SF feel mother tongue has influence in pronunciation. She feel difficult in pronunciation and vocabulary. It can be seen to the result of interview to SF as followed:

Mother tongue didn't has influence in English. Sometime, the influence of mother tongue is in pronunciation. [73]

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[73] Interview with Siti Fatimah, at Campus of STAIN Palangka Raya, on Tuesday, September 30th 2014 at 10.00 am.

Based on the comparison of transcription between SF and native speaker showed the evidence if SF was difficult to pronounce some English word because habit to speak bahasa, and java tongue. It can be seen from the table below:

Table 4.6
The result of SF in pronouncing some words

Words	Native Transcriptions	Students' Transcription	Note
Ship	/∫Ip/	/∫Ip/	Acceptable
Sip	/SIp/	/SIp/	Acceptable
Pen	/pen/	/pen/	Acceptable
Pan	/pæn/	/pen/	/a/ = /æ/
Seal	/s:il/	/s:il/	Acceptable
Zeal	/z:il/	/s:il/	Acceptable
Suit	/sut/	/suit/	Sound /i/ still exist
Shoot	/∫ut/	/∫ot/	/o/ = /u/
Vote	/vot/	/vot/	Acceptable
Boat	/bot/	/bot/	Acceptable
Flea	/fli/	/pli/	Acceptable
Please	/pliz/	/pliz/	Acceptable
Know	/nəu/	/nəʊ/	Acceptable
Now	/nau/	/naʊ/	/o/=/a/

From the table 4.6 above showed SF difficult to pronounce some English word because of the influence of her mother tongue. As stated by Arun Behera, the mother tongue influence (MTI) in learning and speaking the second language, causes less intelligibility of L2.

Based on the result of Banjarnese, Dayaknese and Javanese students in pronouncing some words above the most fair that made by the students, can be seen as follows:

Table 4.7

The most proper pronunciation that made by the Banjarnese, Dayaknese and Javanese students

14 Words	Banjarnese		Dayaknese		Javanese		Transcript
	MF	YI	HW	IW	RW	SF	
Ship							/ʃip/
Sip							/sip/
Pen			X				/pen/
Pan	X	X				X	/pæn/
Seal	X	X					/s:il/
Zeal							/z:il/
Suit	X	X			X	X	/sut/
Shoot				X	X	X	/ʃut/
Vote			X				/vot/
Boat			X				/bot/
Flea							/fli/
Please							/pliz/
Know	X	X					/nəu/
Now			X			X	/nau/
Total proper	**10**	**10**	**10**	**13**	**12**	**10**	
Total improper	**4**	**4**	**4**	**1**	**2**	**4**	
Total words	**14**	**14**	**14**	**14**	**14**	**14**	

From the table 4.7 above, showed the most proper pronunciation made by IW from Dayaknese student. The totally proper that made by IW there were 13 word and she only made one improver pronunciation of the word of shoot. Here the result for more clearly about the most improper pronunciation that made by

Banjarnese, Dayaknese and Javanese students. It can be seen from the table below:

Table 4.8

The most improper pronunciation that made by the Banjarnese, Dayaknese and Javanese students

14 Words	Amount of students did improper pronunciation	Students' initial
Ship	-	-
Sip	-	-
Pen	1 person	HW
Pan	3 person	MF, YI, SF
Seal	2 person	MF, YI
Zeal	-	-
Suit	4 person	MF, YI, RW, SF
Shoot	3 person	IW, RW, SF
Vote	1 person	HW
Boat	1 person	HW
Flea	-	-
Please	-	-
Know	2 person	MF, YI
Now	2 person	HW, SF

The result of pronouncing the word above showed that the most improper pronunciation made by banjarnese students. The students most improper pronunciation in pronounced the word of suit. There are four students improper in pronouncing word of ship. Form the result above also there are the differences between Banjarnese, Dayaknese, Javanese and Native Speaker especially in Supra-Segmental feature. Here are the comparison results by analyzed of Native speakers' recording for 14 words that was offered to read it by the Banjarnese,

Dayaknese and Javanese students on Interview. The specific of analyzed it using computer program *speech analyzer 3.1*.

1. Ship (Native Speaker)
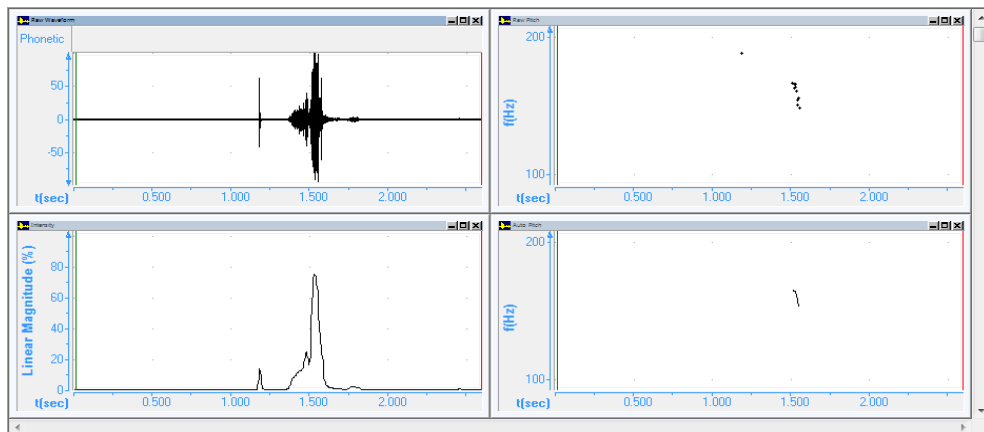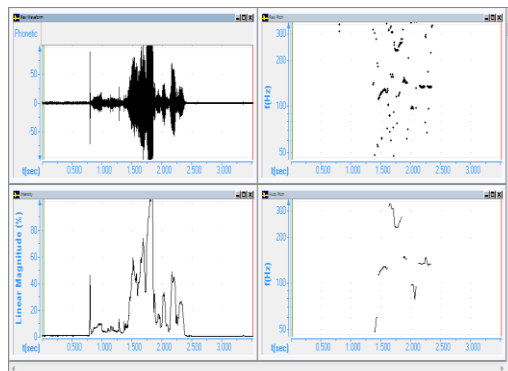
Ship (MF) Banjar   Ship (YI) Banjar
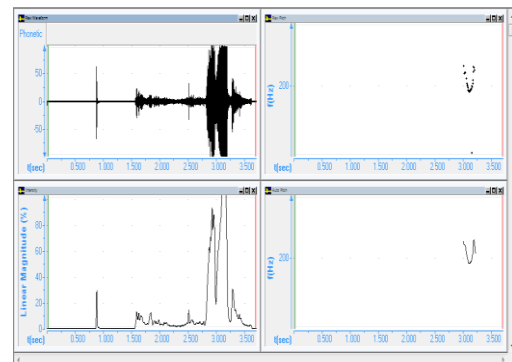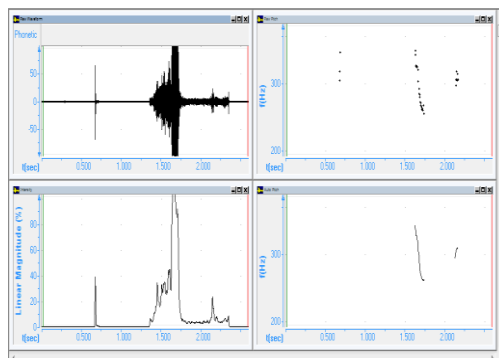
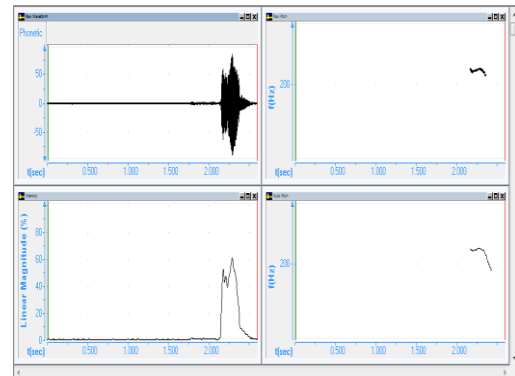Ship (HW) Dayak   Ship (IW) Dayak
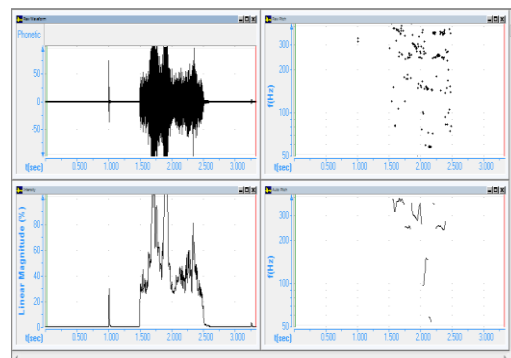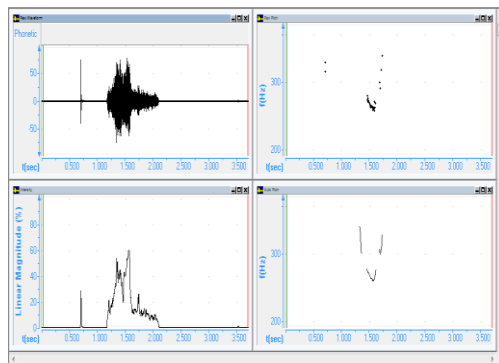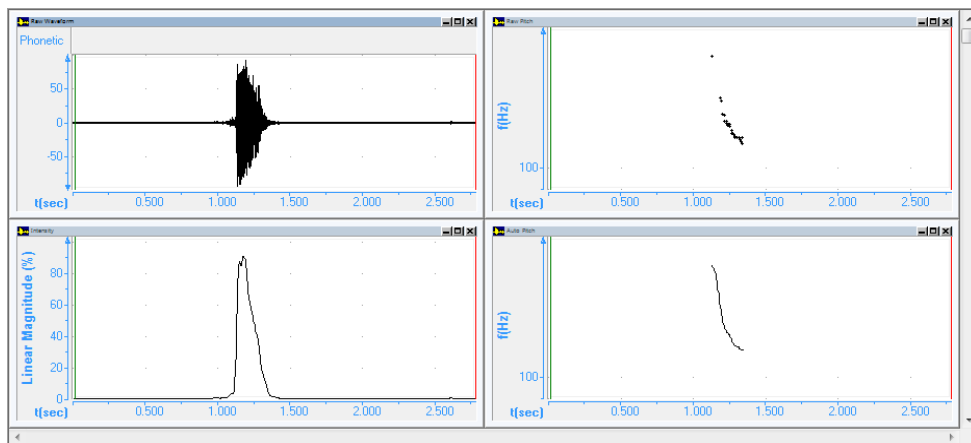
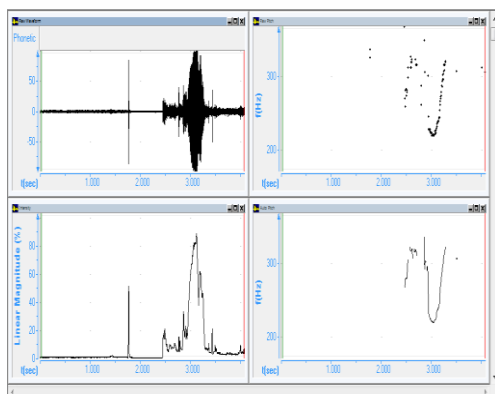Ship (RW) Java   Ship (SF) Java
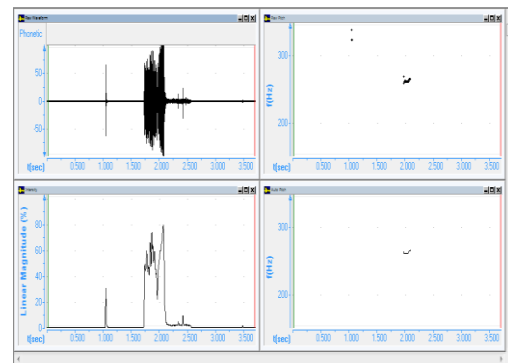
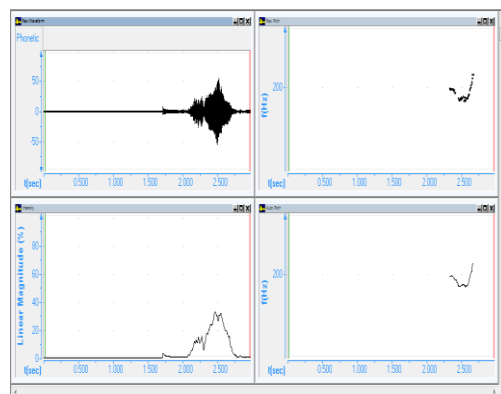From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of ship. She is HW (Dayaknese student).
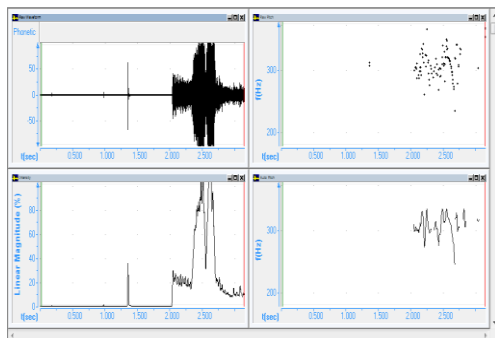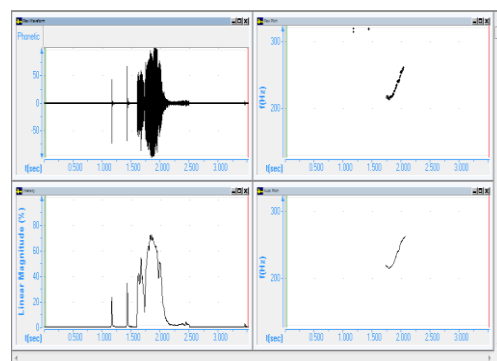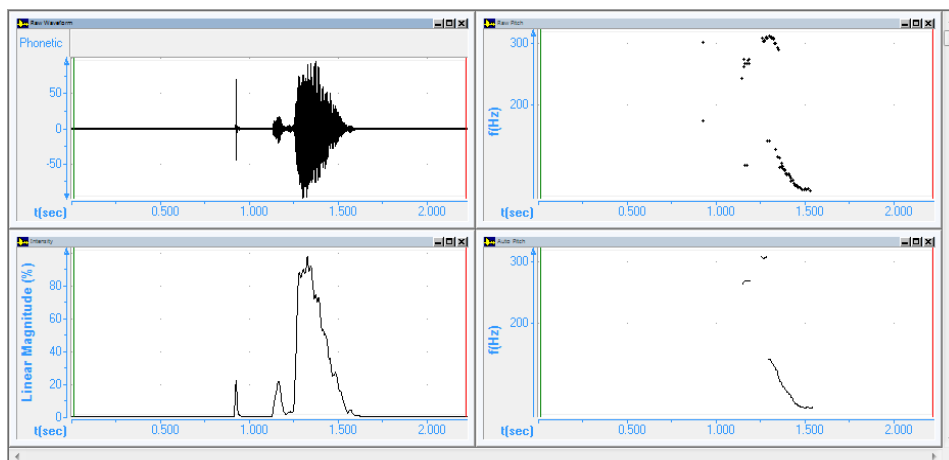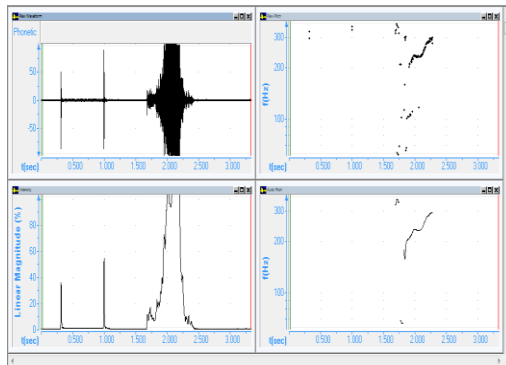
2. Sip (Native Speaker)
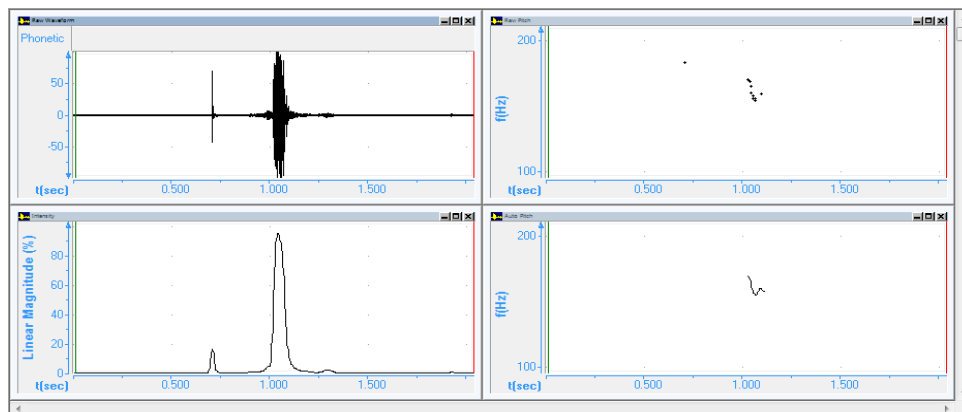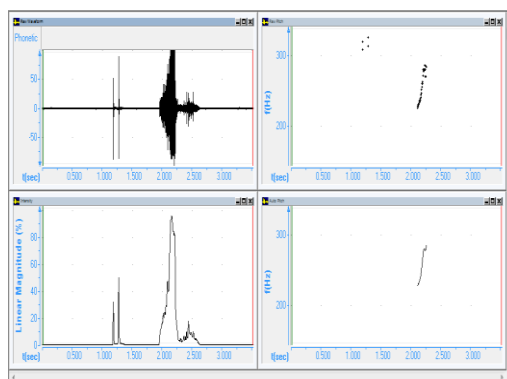
Sip (MF) Banjar   Sip (YI) Banjar
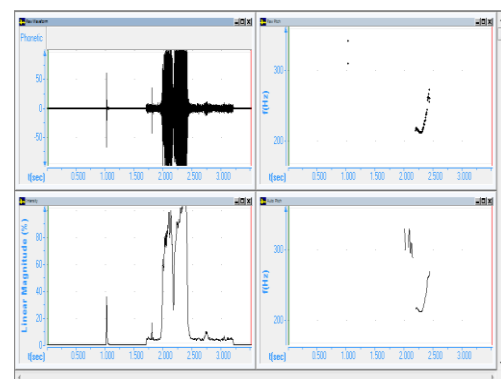
Sip (HW) Dayak
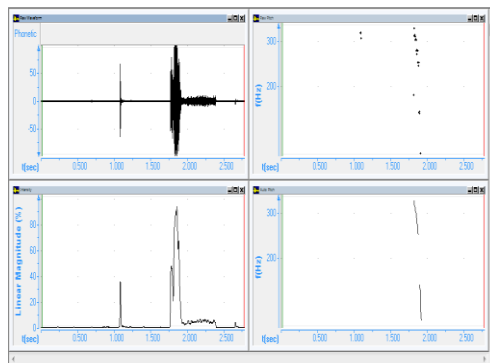
Sip (IW) Dayak
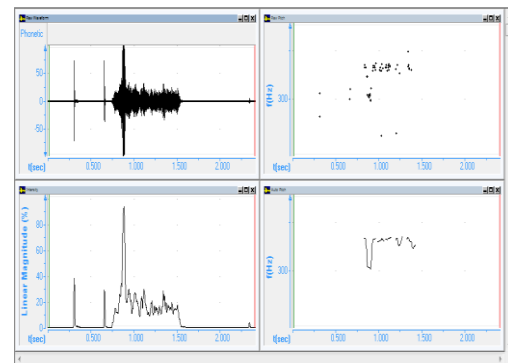
Sip (RW) Java
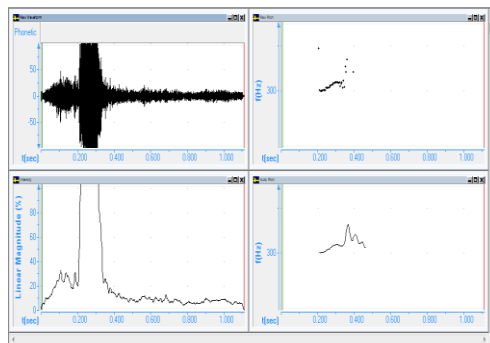
Sip (SF) Java
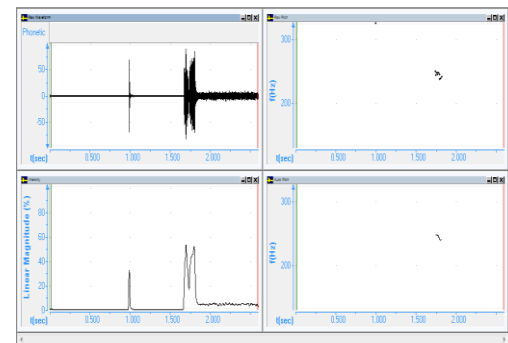
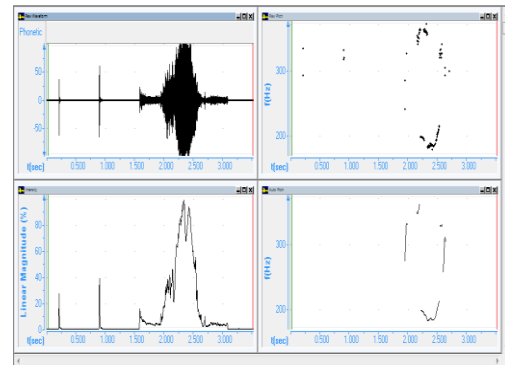From the result of *speech analyzer 3.1* above, showed that there were two students who close like to the Native speaker in pronouncing the word of sip. They are HW (Dayaknese student) and MF (Banjarnese students).

3. Pen (Native Speaker)
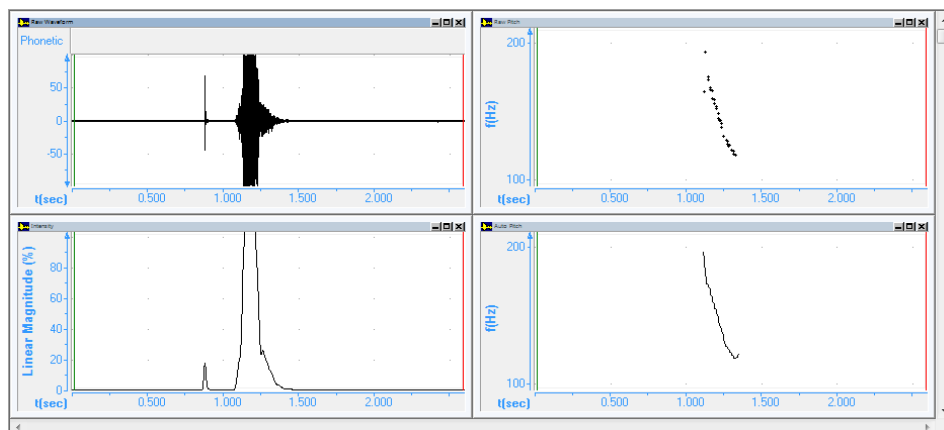
Pen (MF) Banjar
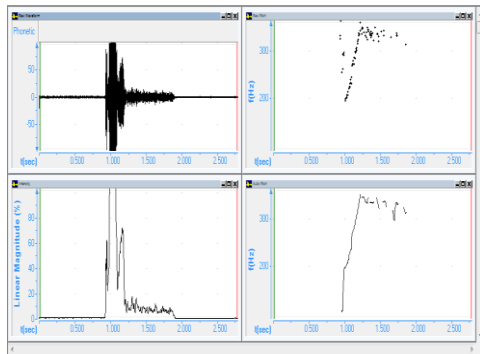
Pen (YI) Banjar
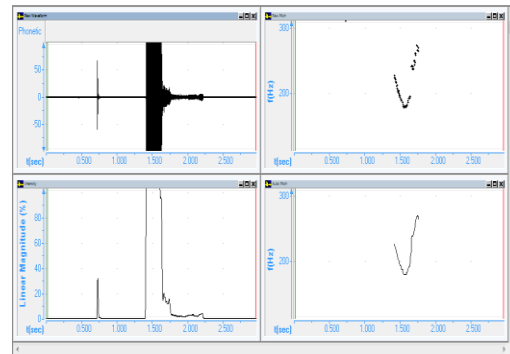
Pen (HW) Dayak
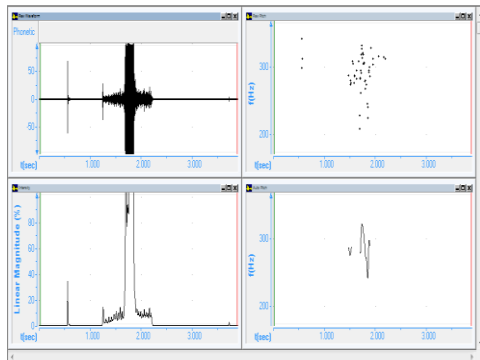
Pen (IW) Dayak
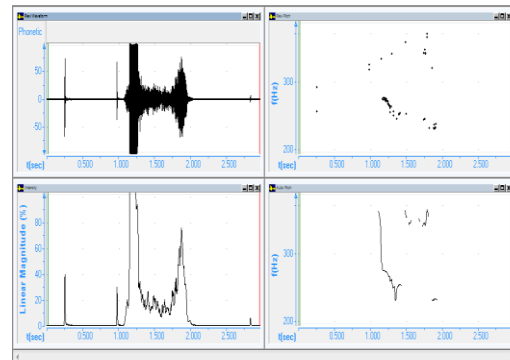
Pen (RW) Java
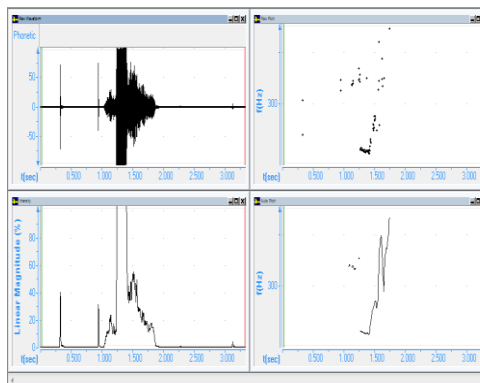
Pen (SF) Java
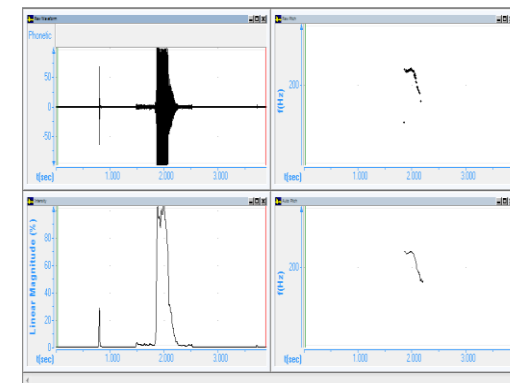
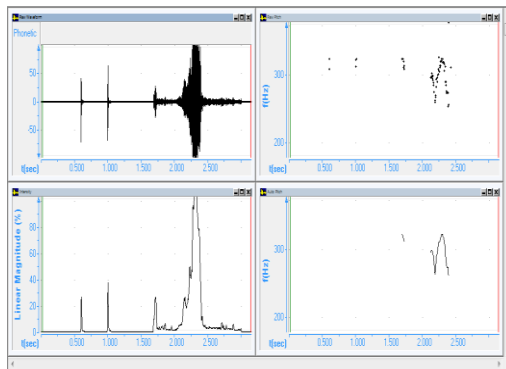From the result of *speech analyzer 3.1* above, showed that there were two students who close like to the Native speaker in pronouncing the word of pen. They are YI (Banjarnese student) and SF (Javanese student).

4. Pan (native speaker)
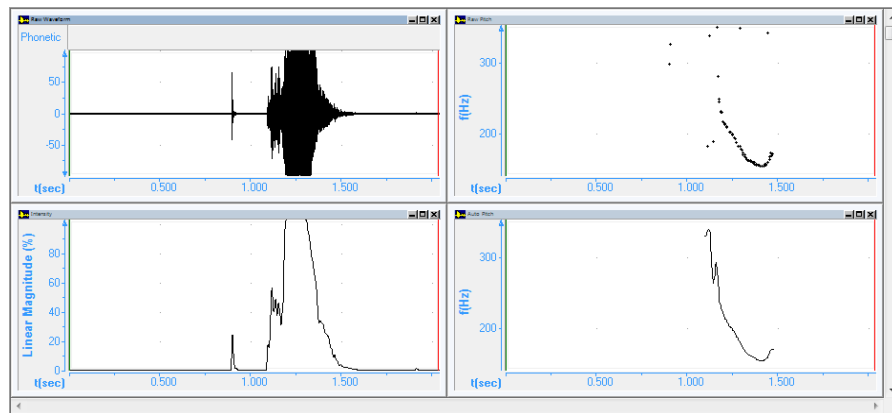
Pan (MF) Banjar

Pan (YI) Banjar
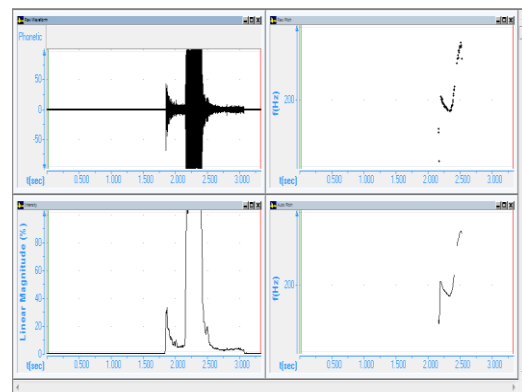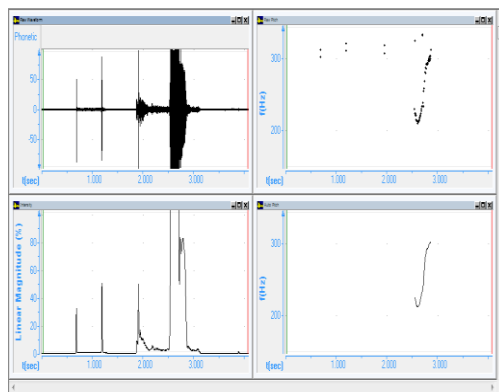
Pan (HW) Dayak

Pan (IW) Dayak
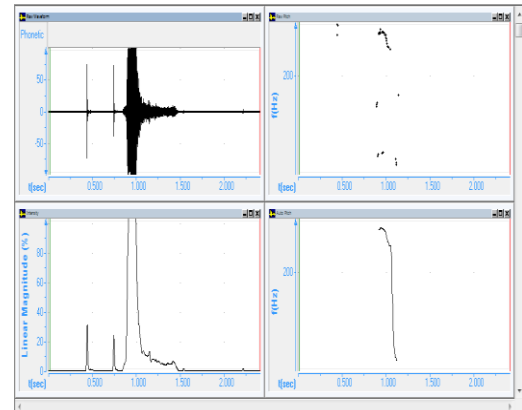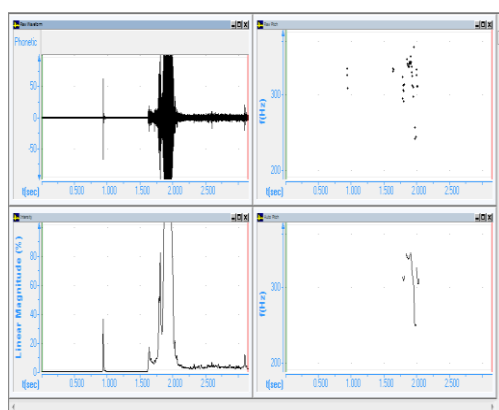
Pan (RW) Java
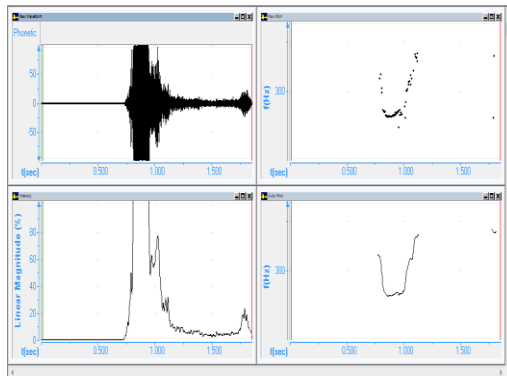
Pan (SF) Java

From the result of *speech analyzer 3.1* above, showed that there was no students who close like to the Native speaker in pronouncing the word of pan.
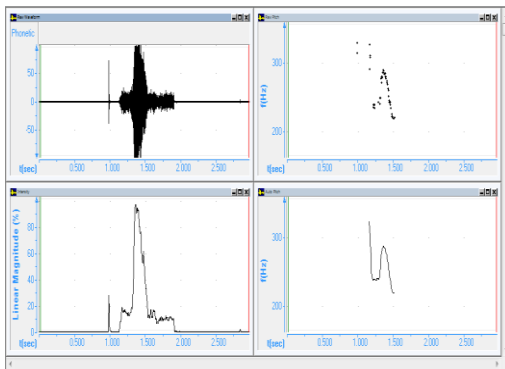
5. Seal (Native Speaker)

Seal (MF) Banjar

Seal (YI) Banjar
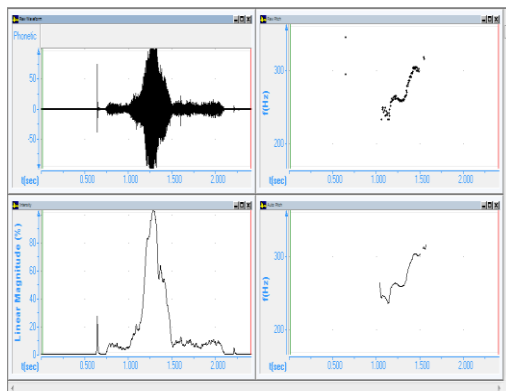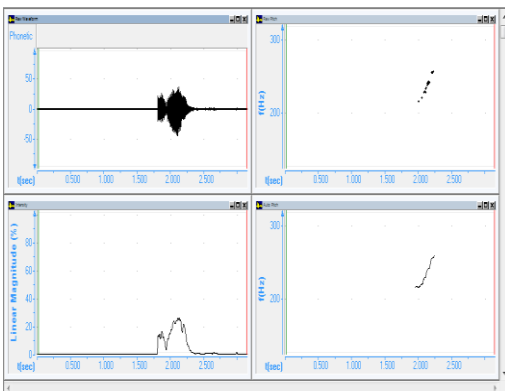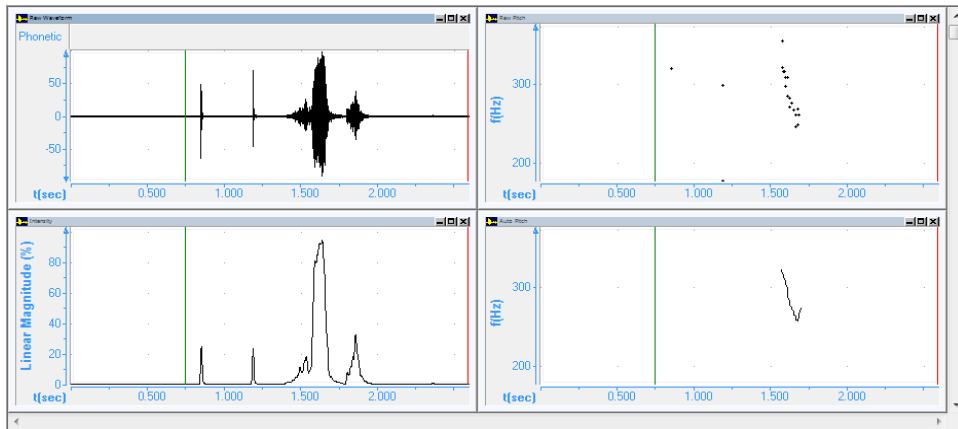
Seal (HW) Dayak

Seal (IW) Dayak
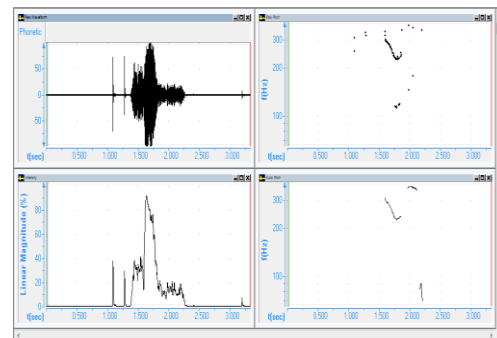
Seal (RW) Java
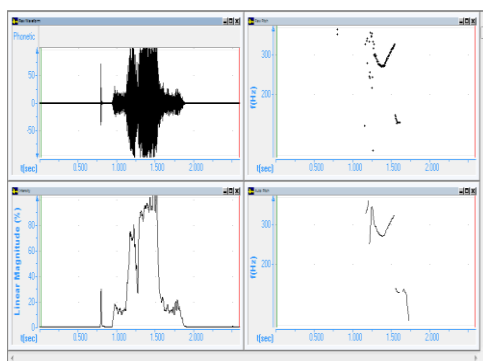
Seal (SF) Java
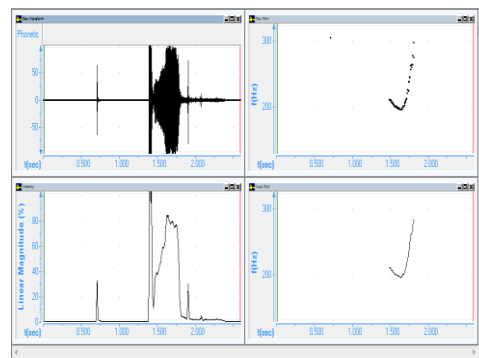

From the result of *speech analyzer 3.1* above, showed that there was no students who close like to the Native speaker in pronouncing the word of seal.

6. Zeal (Native Speaker)

Zeal (MF) Banjar

Zeal (YI) Banjar

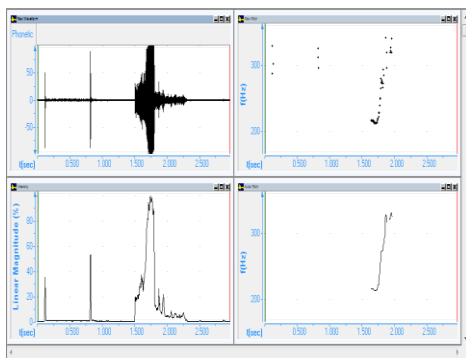Zeal (HW) Dayak

Zeal (IW) Dayak

Zeal (RW) Java

Zeal (SF) Java

From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of zeal. She is YI (Banjarnese student).

7. Suit (Native Speaker)
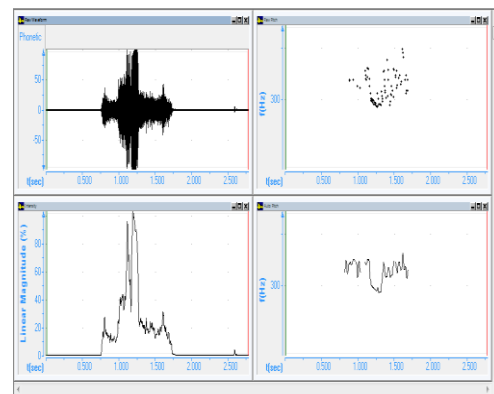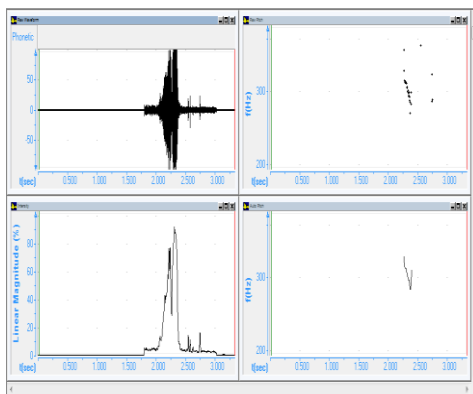

Suit (MF) Banjar   Suit (YI) Banjar
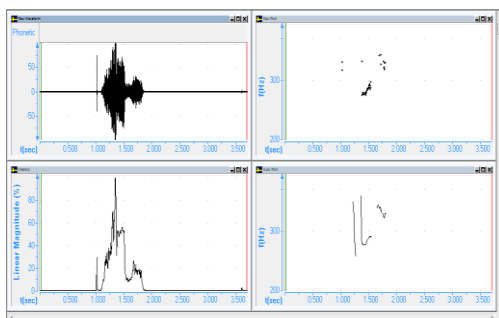

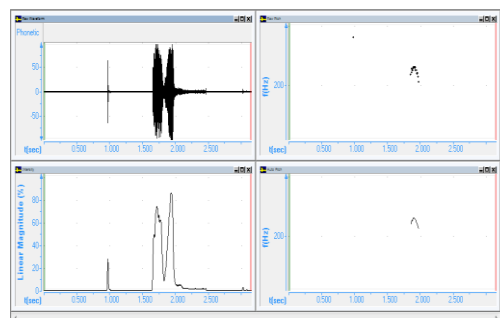Suit (HW) Dayak   Suit (IW) Dayak

Suit (RW) Java   Suit (SF) Java

From the result of *speech analyzer 3.1* above, showed that there was no students who close like to the Native speaker in pronouncing the word of suit.

8. Shoot (Native Speaker)

Shoot (MF) Banjar   Shoot (YI) Banjar

Shoot (HW) Dayak

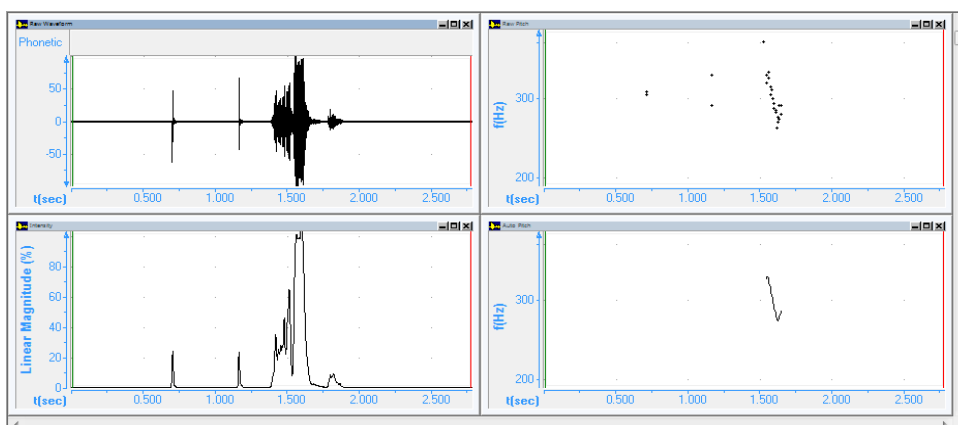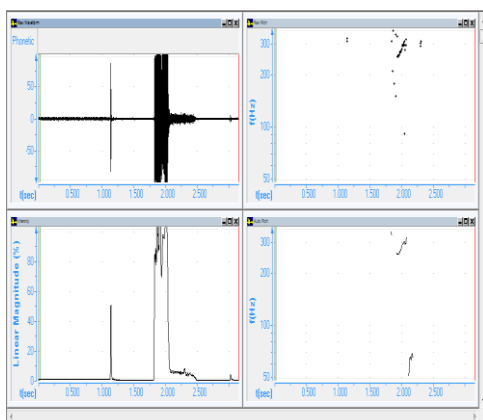Shoot (IW) Dayak

Shoot (RW) Java
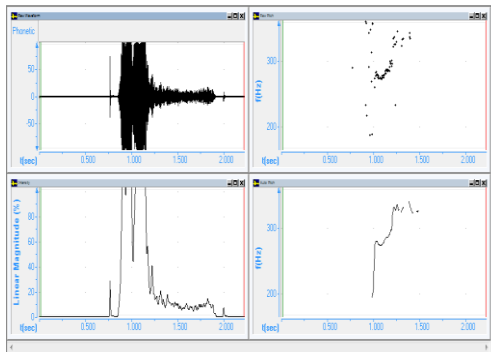
Shoot (SF) Java

From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of shoot. She is YI (Banjarnese Student)

9. Vote (Native speaker)

Vote (MF) Banjar   Vote (YI) Banjar

Vote (HW) Dayak   Vote (IW) Dayak
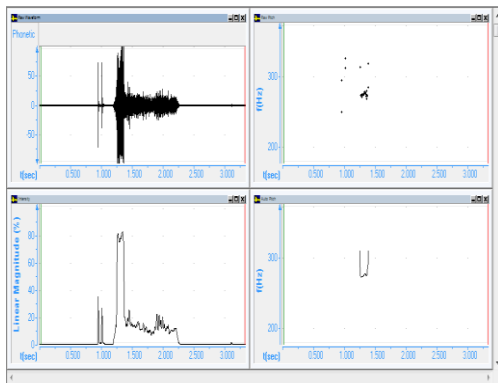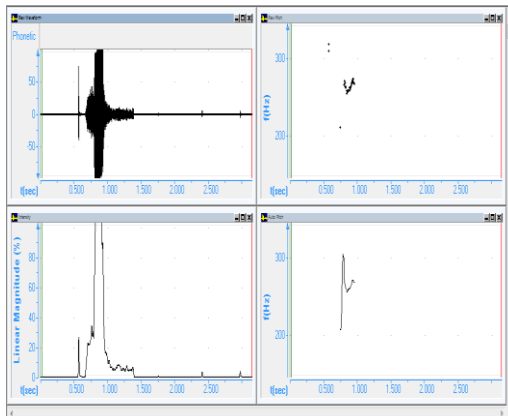
Vote (RW) Java   Vote (SF) Java

From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of vote. She is YI (Banjarnese Student).
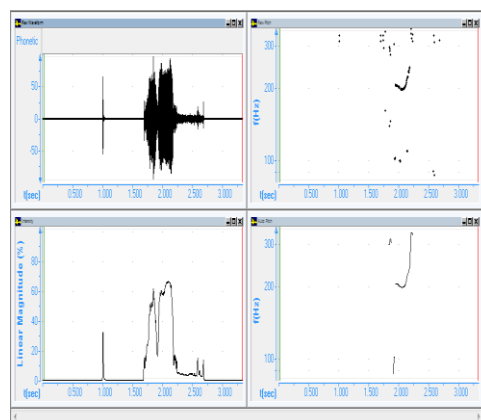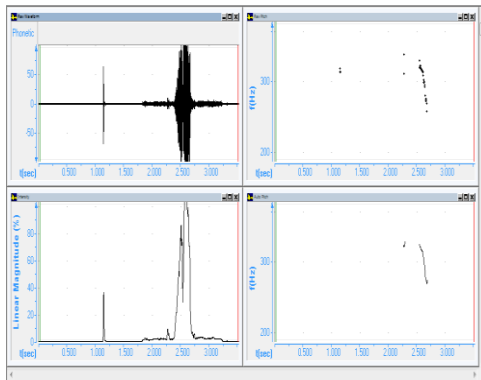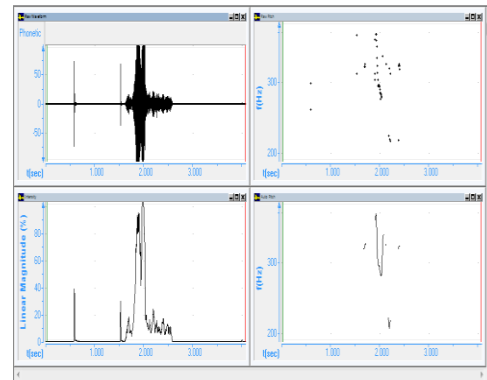
10. Boat (Native Speaker)

Boat (MF) Banjar   Boat (YI) Banjar
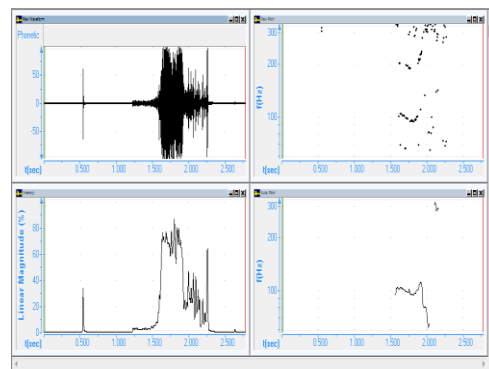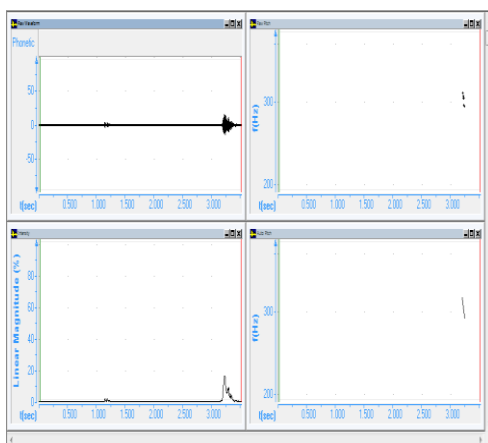
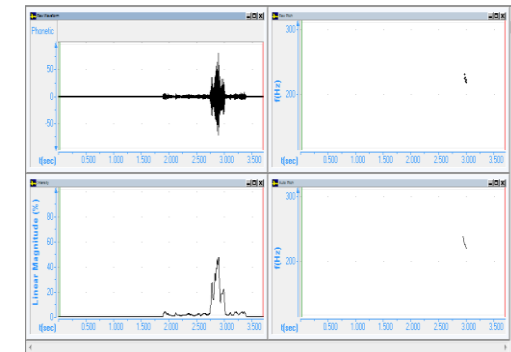Boat (HW) Dayak   Boat (IW) Dayak
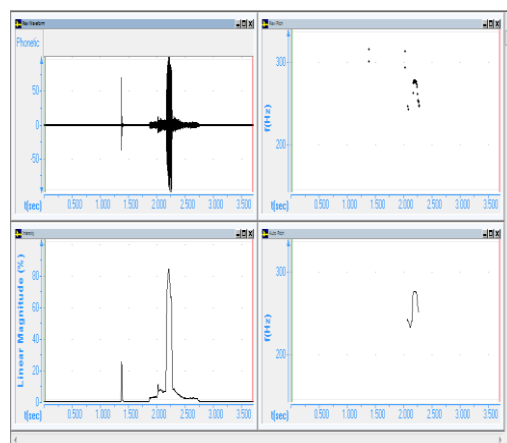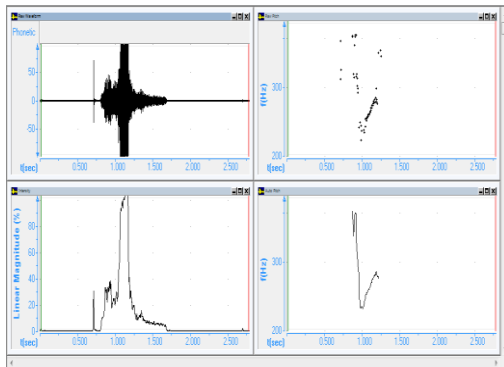
Boat (RW) Java   Boat (SF) Java
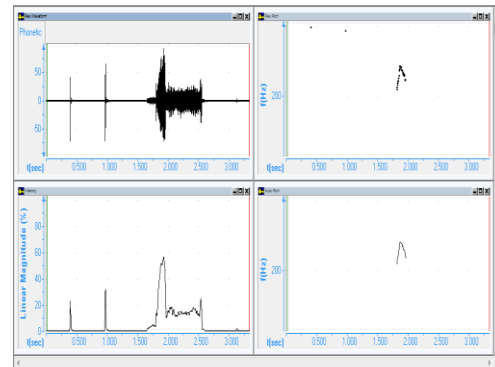
From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of boat. She is IW (Dayaknese Student).

11. Flea (native speaker)
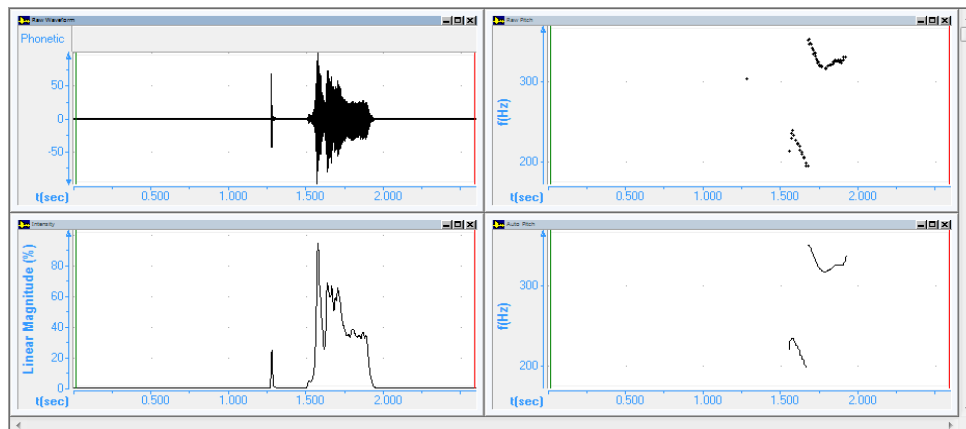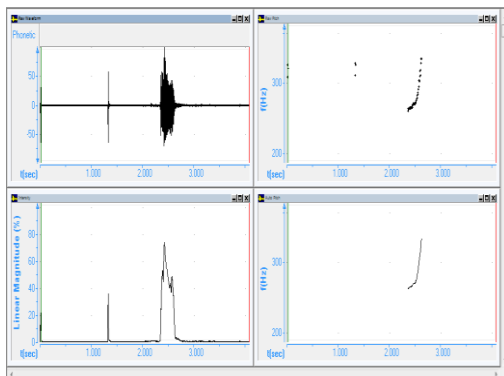
Flea (MF) Banjar   Flea (YI) Banjar
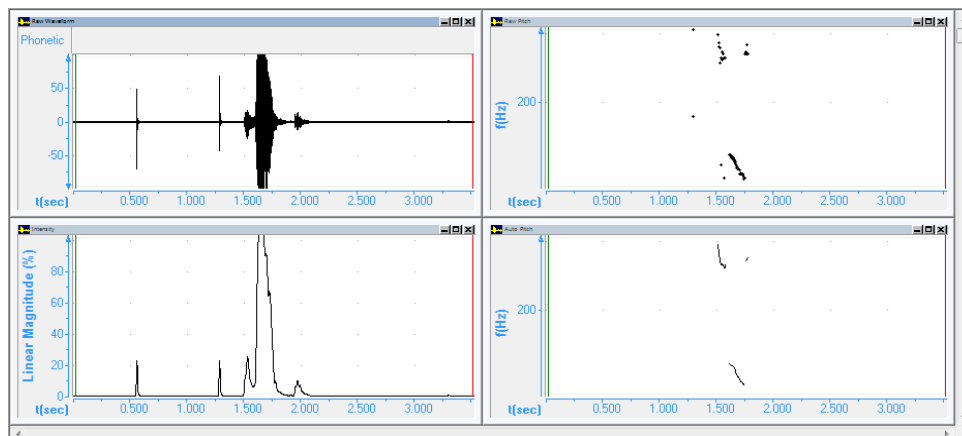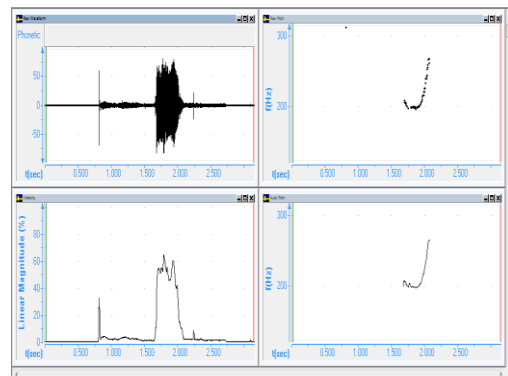
Flea (HW) Dayak
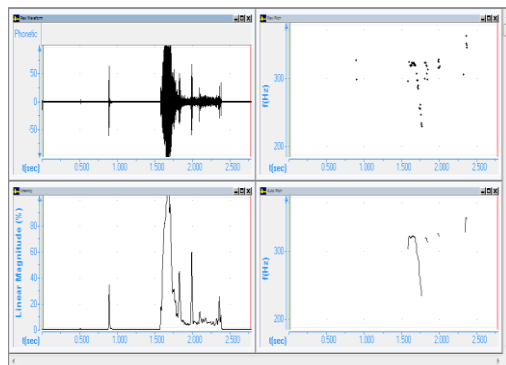
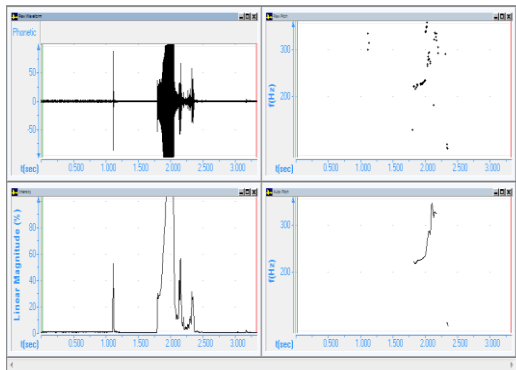Flea (IW) Dayak
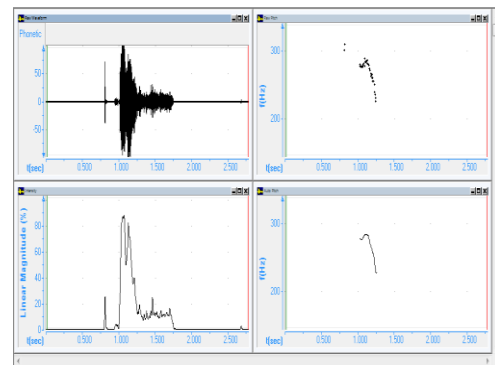
Flea (RW) Java
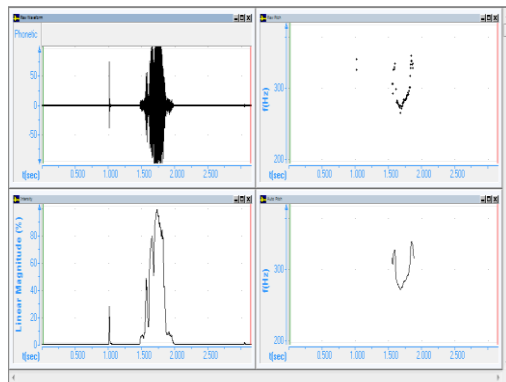
Flea (SF) Java
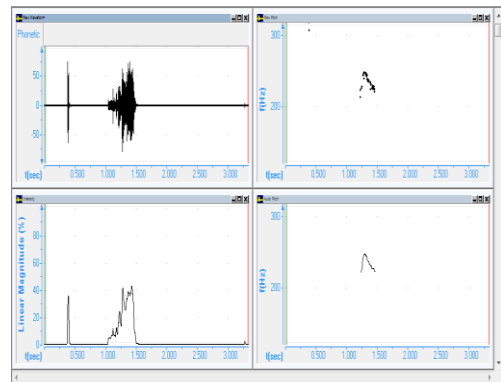
From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of flea. She is IW (Dayaknese Student).

12. Please (Native Speaker)
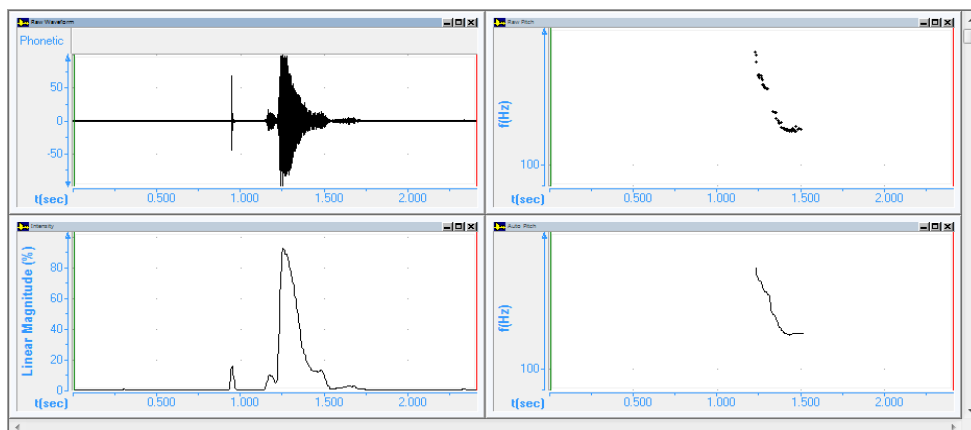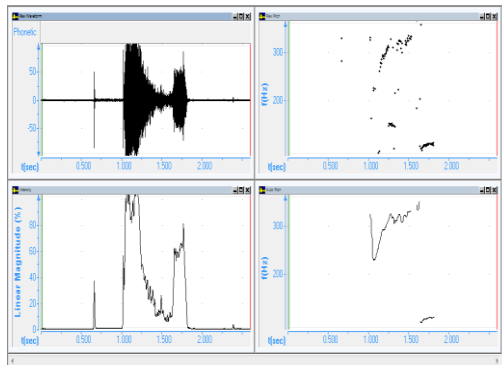
Please (MF) Banjar   Please (YI) Banjar
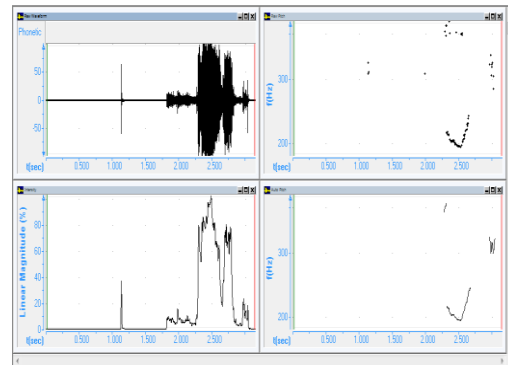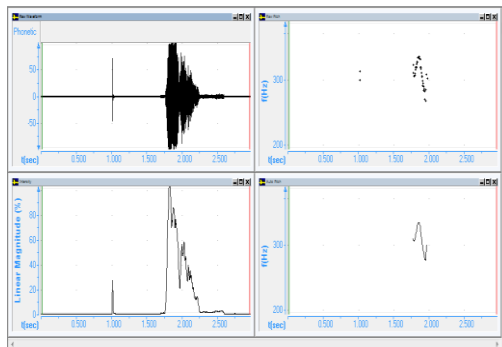
Please (HW) Dayak   Please (IW) Dayak
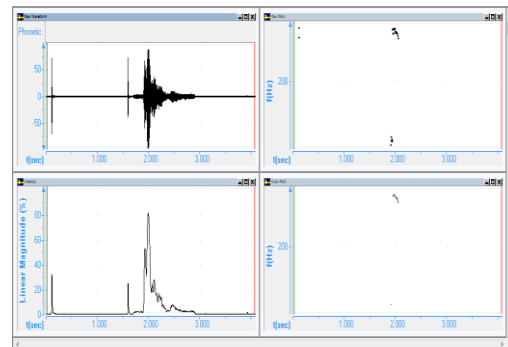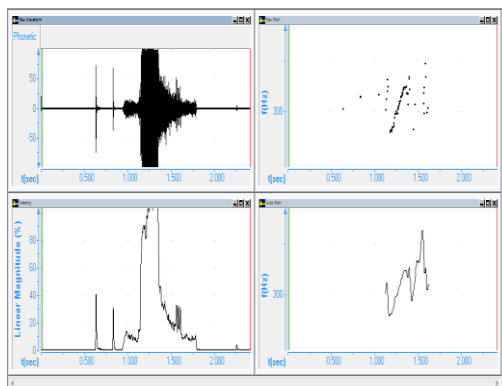
Please (RW)   Java   Please (SF) Java
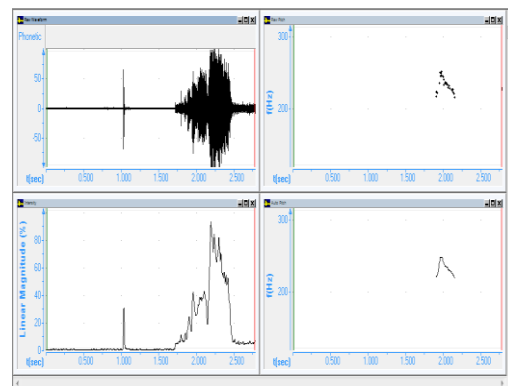
From the result of *speech analyzer 3.1* above, showed that there was only one student who close to the Native speaker in pronouncing the word of please. She is IW (Dayaknese Student).
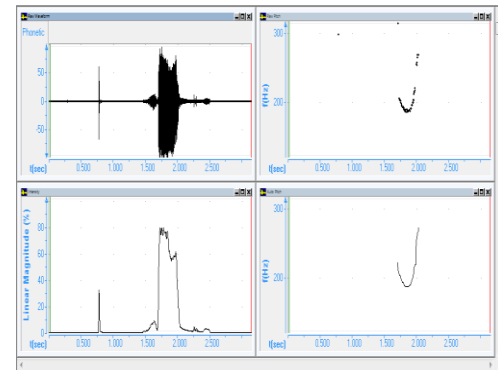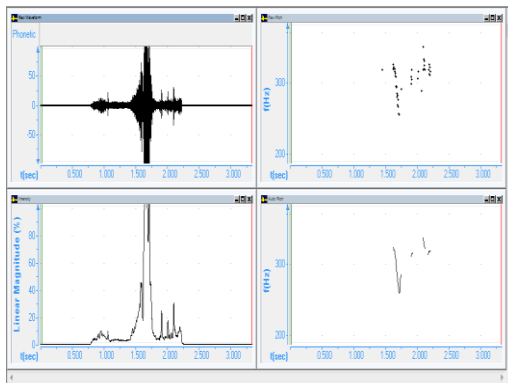
13. Know (Native Speaker)
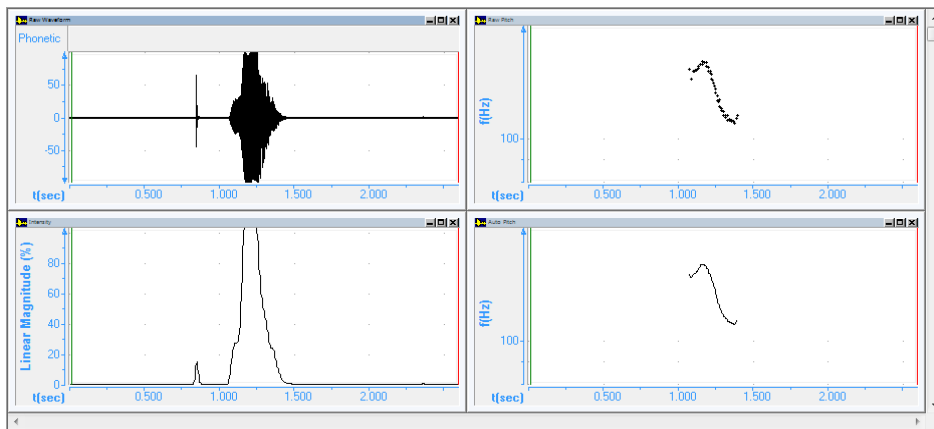
Know (MF) Banjar   Know (YI) Banjar
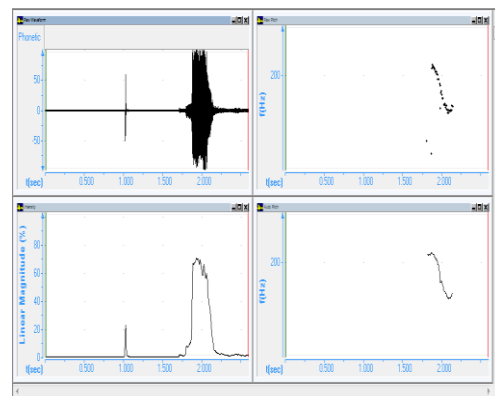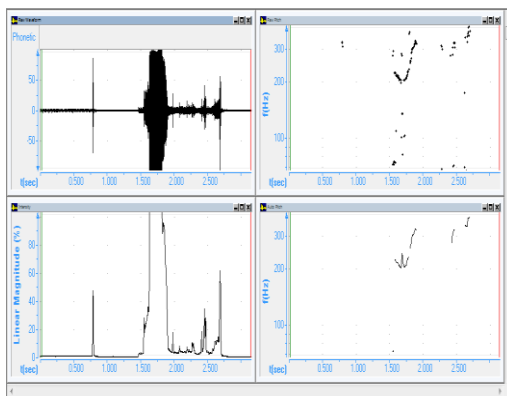
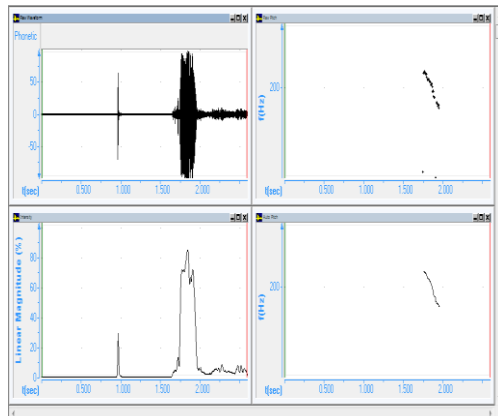Know (HW)   Dayak   Know (IW) Dayak
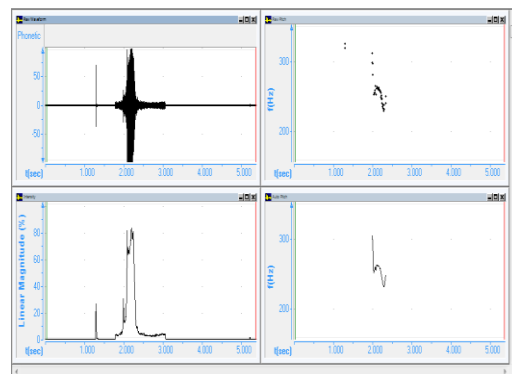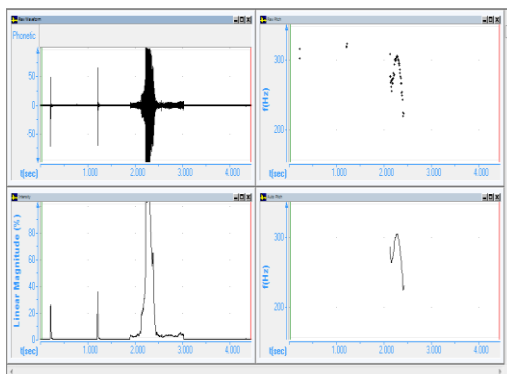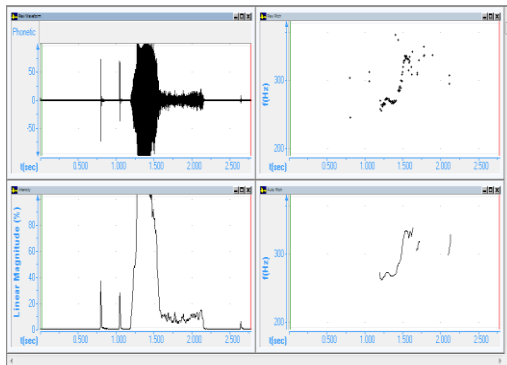
Know (RW) Java   Know (SF) Java
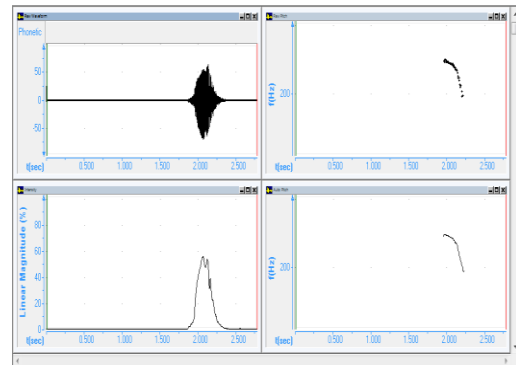
From the result of *speech analyzer 3.1* above, showed that there was only one student who close to the Native speaker in pronouncing the word of Know. She is YI (Banjarnese Student).

14. Now (Native Speaker)
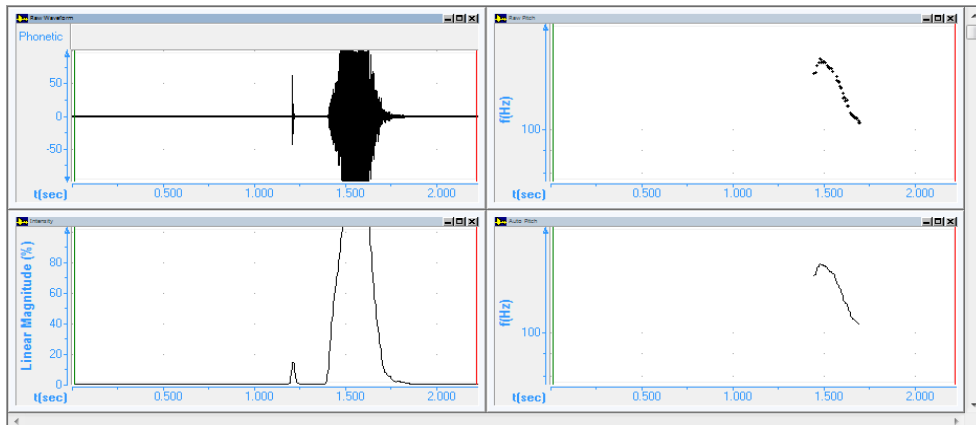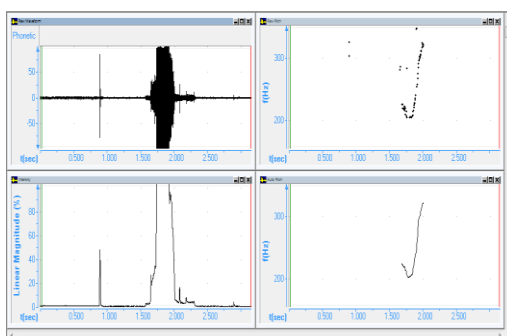
Now (MF) Banjar   Now (YI) Banjar
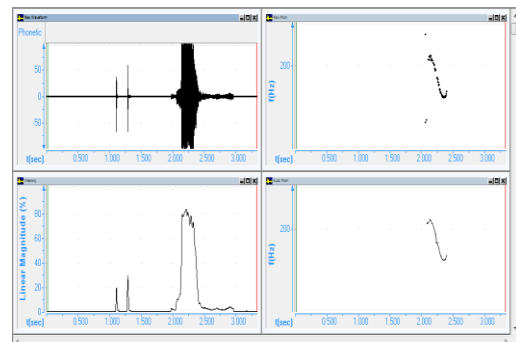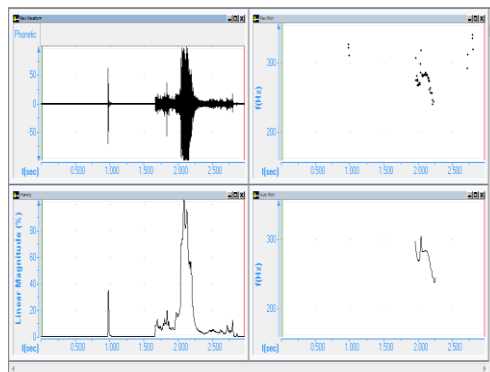
Now (HW) Dayak   Now (IW) Dayak
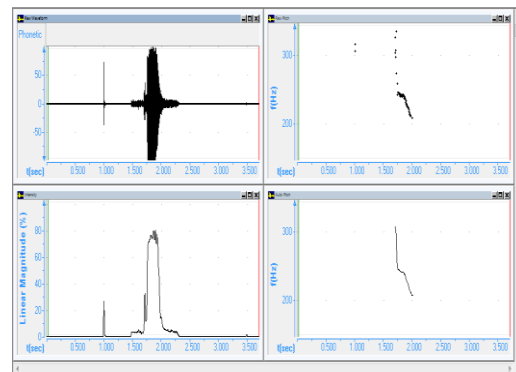
Now (RW) Java   Now (SF) Java
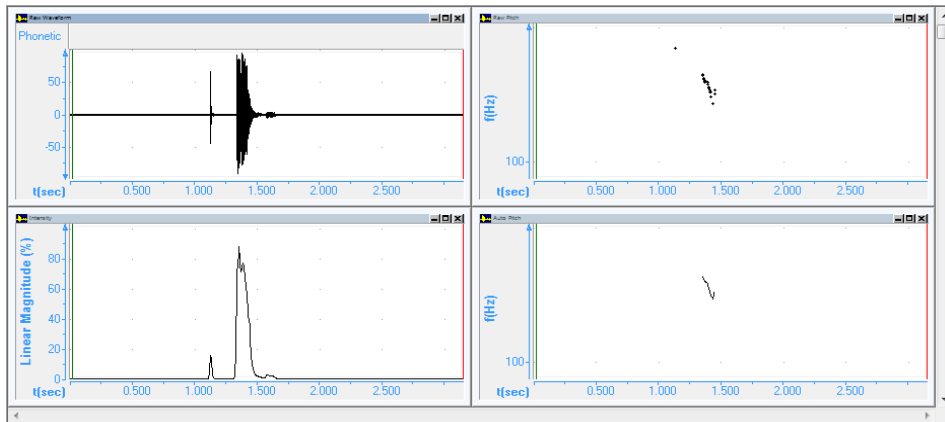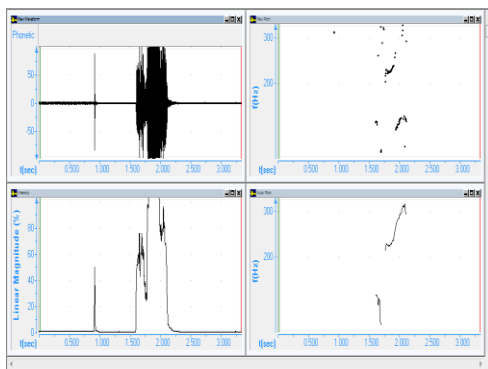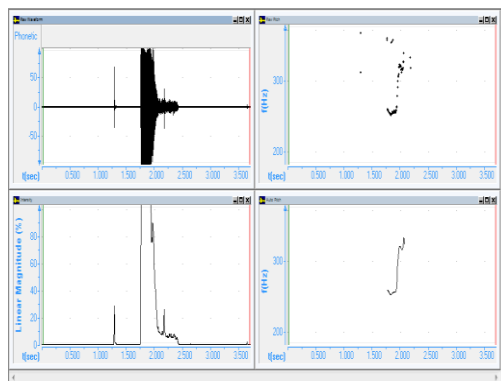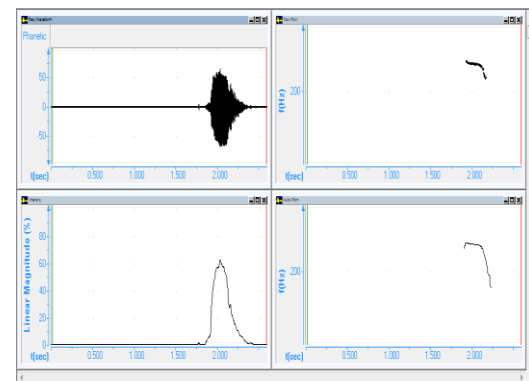

From the result of *speech analyzer 3.1* above, showed that there was only one student who close like to the Native speaker in pronouncing the word of now. She is MF (Banjarnese Student).

From analyzed result for 14 words by using *Speech Analyzer 3.1* above showed that Banjarnese, Dayaknese, Javanese and Native Speaker have significant differences especially in Supra-segmental feature (Stress, Intonation, features of connected speech and voice quality).

B. The Problems of English Student in Pronouncing English Word

This part of the study discussed result on the problems of English student in speaking English and focused on the problems in pronouncing English word. Based on questionnaire some English students feel difficult in speaking English. Here are the results of questionnaire from number 5 based on their perception. As follows in figure 4.3
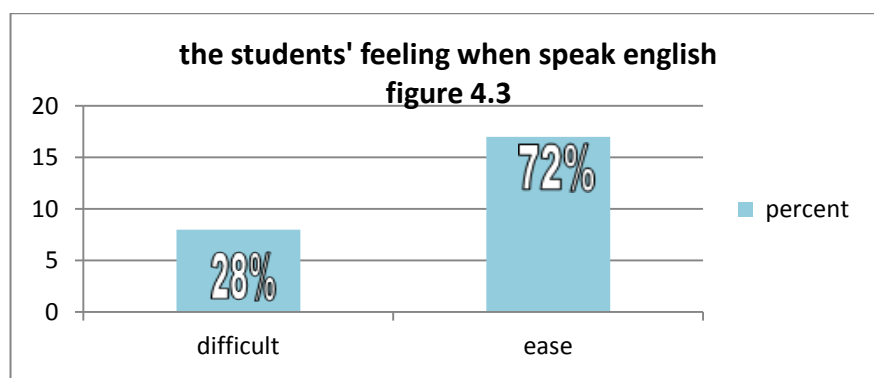
From the figure above, students' answer showed that 7 (28%) students feel difficult when speak English and 17 (72%) feel ease when speak English. There are some factors that make students difficult when speak English, such as: area of family or environment, basic knowledge, ability, enthusiasm and Relation between children of teacher.

The first is area of family or environment. It is can be seen in the result of questionnaire at number 1, 7 and 11. Area of family or environment is one of the factors that make students difficult in learning English. If the students has good area of family or environment it's can helped the students more ease in learning speaking English. When the students feel ease to speak English it's can help them better in pronunciation. Here is the result of the questionnaire, it can be seen from the table below:

Table 4.9

The result of questionnaire at number 1, 7 and 11

Question	Students' Answer	
1. Where did you spend most of your childhood and adolescence?	a. In the metropolitan area (Jakarta, Surabaya, Jogjakarta, etc)	-
	b. In a city (Banjarmasin, Palangkaraya, etc)	**9 students**
	c. In a smaller town	**8 students**
	d. In a very small town or village	**8 students**
7. have you ever travel abroad?	a. ever	**2 students**
	b. never	**22 students**
11. Do your parents speak English?	a. YES	**2 students**
	b. NO	**23 Students**

Percentage of the result of the questionnaire 1,7, and 11
Figure 4.4
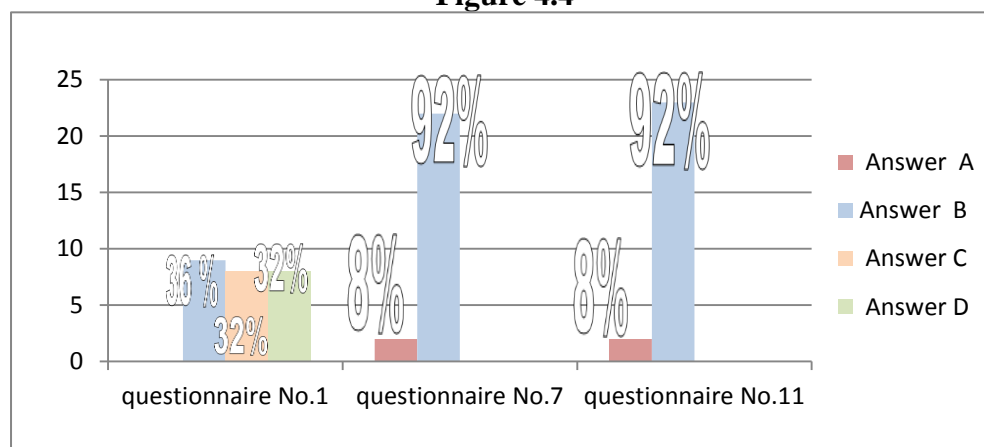
From the table 4.9 and figure 4.4 above, area of family or environment of the students is one of factor the influence to difficulty in learning speaking. As stated by Sumadi Suryabarata factor the influence to difficulty in learning speaking also come from outside students, area of family or social environment giving social understanding of first social for a child of people within doors doorstep, good of father, mother, and also the sister! brother in area of house hold

consciously advise to the member concerning a problem or concerning activity of learning. Here family is not only undertaking to look after but functioning for idea, attitude, and social at the children. Family is obligation for training tradition or habit or grow ethic flavor, esthetics at child. Role of family assist child in very big learning of the influence, in supporting efficacy of child of learning, like understanding and drive of other family member or old fellow.

The second is basic knowledge. The result of questionnaire at number 6 showed students basic knowledge of language. it can bee seen at figure 4.5 below:
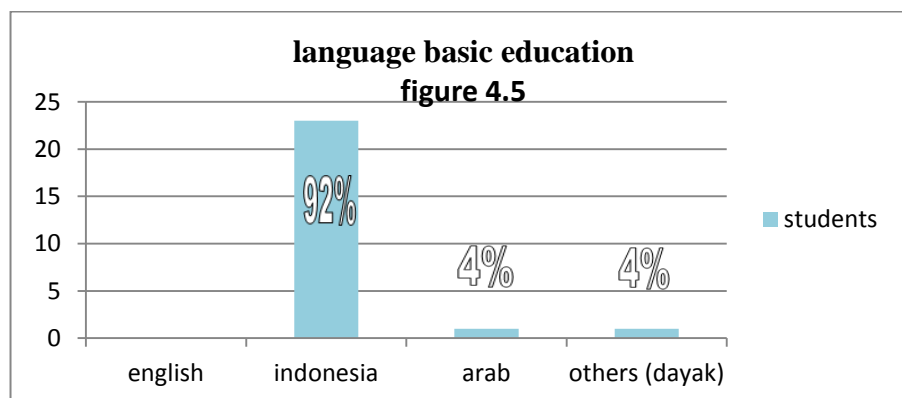
From the figure 4.5 above, the result of students' basic knowledge showed that 23 (92%) students their language basic education is Indonesia and then 1 (4%) student has Arabic language as the basic of education. Also there is 1 (4%) student for dayak language, and zero (0) for English as the basic of education. Basic knowledge (language basic education) very important for English students, Basic Knowledge's is knowledge becoming base or basing on knowledge of student being developed, a student.

The third is ability, the result of questionnaire at number 17, 18, and 19 showed students' ability as their own perception. it can bee seen at table 4.10 below:

Table 4.10

The result of questionnaire at number 17, 18 and 19

Question	Students' Answer	
17. How do you evaluate your speak English according to the options below?	a. Fluently	-
	b. Fairly fluently	**3 students**
	c. Moderately	**17 students**
	d. With difficulty	**5 students**
	e. Only a few words	-
	f. Not at all	-
18. Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English. You can choose several options. When I speak English I:	a. need to search for the proper words	**8 students**
	b.gesticulate more with my hands	**11 students**
	c. use more facial expressions	**6 students**
	d. use utterances such as yeah, mmm, uhuh more	**15 students**
	e. speak slower	**7 students**
	f. am quieter	**5 students**
	g. am more talkative	**2 students**
	h. use less humour	**3 students**
	i. feel like an outsider	**1 student**
	j. feel more stupid	**1 student**
	k. feel smarter and capable	**3 students**
	l. am the same as I am when I use my mother tongue	**-**
19. How would you describe your English skills? You can choose several options.	a. I feel that I know English as well as a native speaker	**1 student**
	b. I feel that I know English better than Indonesian on average	-
	c. I feel that I know English well enough	**6 students**
	d) I am proud of my English skills	**4 students**
	e) I am ashamed of my English skills	**3 students**
	f) I want to learn more English	**18 students**

Percentage of the result of the questionnaire 17, 18 and 19
Figure 4.6

Based on the result table 4.10 and figure 4.6 above, showed the evidence for number 17 how they evaluate they speak English is the most answer students chose moderately. There are 17 students said moderate in speaking English, fairy fluently for 3 students, with difficulty for 5 students and zero for other.

The fourth is enthusiasm. From the result of questionnaire at number 10 and 20, the researcher found students enthusiasm in speaking English. It can be seen from table 4.11 below

Table 4.11

The result of questionnaire at number 10 and 20

Question	Students' answer	
10. Do you enjoy learning English?	1) YES 2) NO	23 students 2 students
20. What are the main reasons you are studying/learning English? Check all that	1) I want to travel to a country where the language is spoken. 2) I want to get to know people	17 students 15 students

apply:	from an English-speaking country and become friends.	
	3) I have relatives or ancestors who are/were native speakers of the language	1 students
	4) I have friends who are native speakers of the language	2 students
	5) I have been to a country where the language is spoken	-
	6) I am considering a career that involves English	12 students
	7) A foreign language is required for my degree	12 students
	8) I ever meet and speak with native speaker	4 students
	9) I always use my mother tongue to speak in my daily activities	5 students
	10) Sometime I speak English with my friends in my daily activities	10 students

Percentage of the result of the questionnaire 10 and 20

Figure 4.7
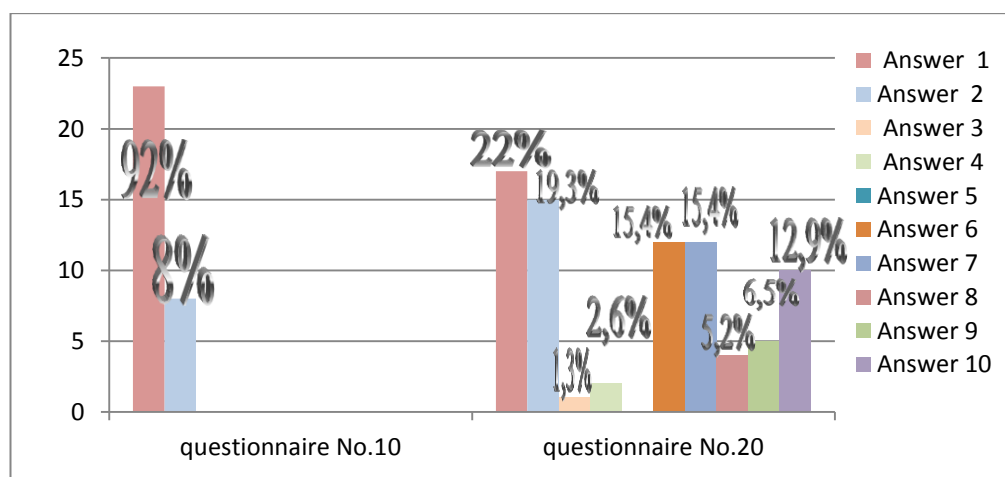
Based on the result table 4.11 and figure 4.7 above, showed the evidence the English students in speaking class A has good enthusiasm in learning English most students answer feel enjoyed when learn English. It can be seen from the result above, from the question number.

The fifth is Relation between children of teacher. From the result of questionnaire at number 21 until 30, the researcher found the students' perception in speaking class. It can be seen from table 4.12 below:

Table 4.12

The result of questionnaire at number 21 until 30

Question	Students' answer	
21. I want my Lecturer to correct all of my mistakes	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	- - 2 students 8 students 15 students
22. I don't worry about making mistakes in language classes	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	5 students 5 students 6 students 7 students 2 student
23. Our classrooms are good for small group work	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	2 students 1 student 9 students 12 students 1 students
24. If my Leacturer uses 90 % English in the speaking class, I'll be more motivated to learn	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	- 1 student 6 students 8 students 10 students
25. If my Lecturer uses bahasa to correct my error, I'll understand better	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	1 student 1 student 5 students 8 students 10 students
26. In a language class, I get so nervous I forget the things I know	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	2 students 2 students 2 students 12 students 7 students
27. If my teacher uses bahasa to translate vocabulary, I'll understand better	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree	1 student 1 student 2 students 11 students

	5 = Strongly Agree	10 students
28. Having an American lecturer (native speaker) helps me with my pronunciation	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	1 student - 1 student 10 students 13 students
29. The activities we do in class are more helpful for me if we have to use English only	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	- - 3 students 15 students 7 students
30. Student should be allowed to talk to each other in their mother tongue when they are confused about something in class	1 =Strongly Disagree 2 =Disagree 3 = Neither Agree or Disagree 4 =Agree 5 = Strongly Agree	2 students 1 student 3 students 14 students 5 students

Percentage of the result of the questionnaire 21, 22 and 23

Figure 4.8
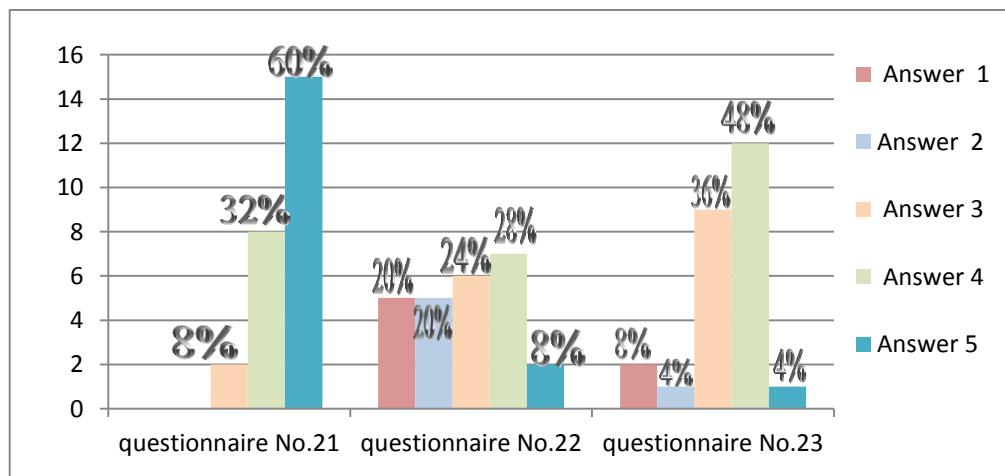
From the result of questionnaire at number 21 showed there were 15 students (60%) answered that they strongly agree with the statement they want their Lecturer to correct all of their mistakes in the process learning speaking class. Then at number 22, the most students answer agree with the statement "you don't worry about making mistakes in language classes". It is mean when they speak English in speaking class they just practice the word that they now the first

after that when in oral performance they making mistakes they need the Lecturer to help them correction their mistake.

Percentage of the result of the questionnaire 24, 25 and 26
Figure 4.9
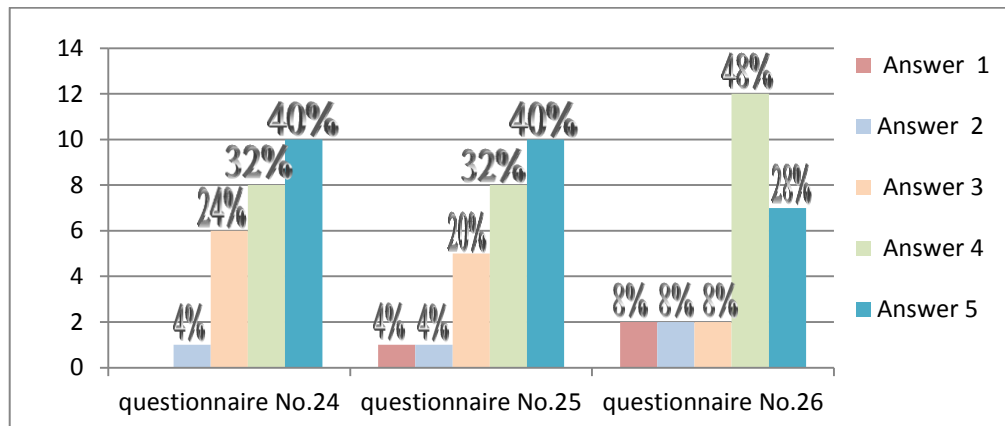
From the result of the questionnaire at number 24 showed the students want have a good model for them in speaking and pronouncing English word. They want their lecturer uses 90% English in speaking class, it can help them to be more motivated to learn and make them more better in speaking and pronouncing the English word because they will habit to hear English word. Also help students more familiar with English word.

Percentage of the result of the questionnaire 27, 28 and 29
Figure 4.10
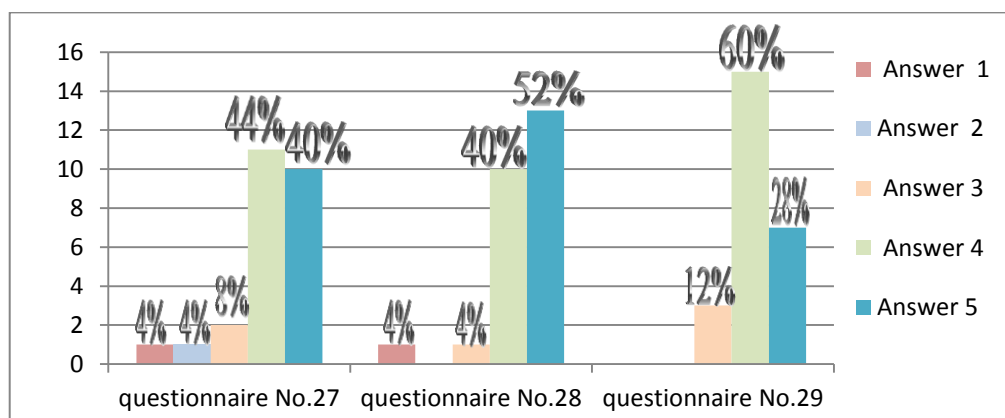
From the result of the questionnaire at number 27 showed that the most students answer agree with the statement of "when the students didn't know with English word they need the teacher or lecturer to translate the vocabulary". There were 11 (44%) students answer agreed for the statement.

Percentage of the result of the questionnaire number 30
Figure 4.11
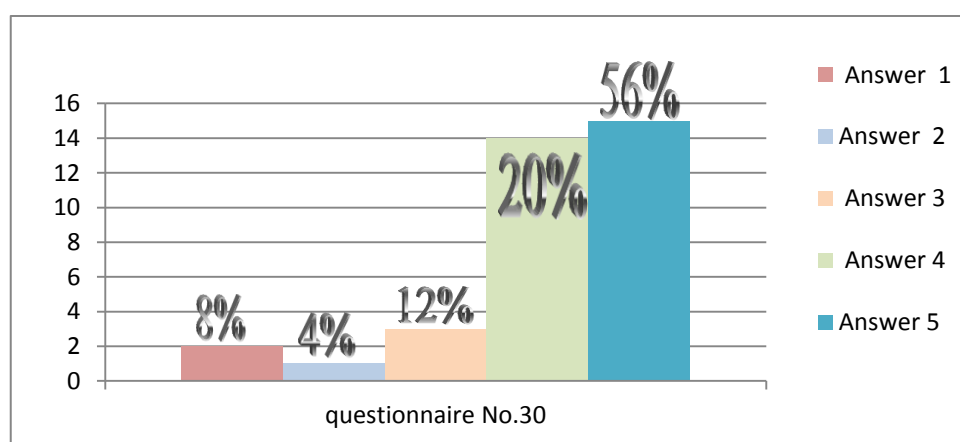
Based on the result of questionnaire at number 30 showed the students responds there were 14 students or 56% students chose agree. Students should be allowed to talk to each other in their mother tongue when they are confused about something in class. That also stated by, J. Harmer, a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities

Based on interviewed some English student in class A, researcher found some problems of English student in pronouncing English word. Here are the results of interviewed based on their perception. As follows;

1. MF

According to MF, when she speak English she still think about grammar, how to pronunciation the word and because of that made she not fluently in speaking English. Then mother tongue also is the problem of her in pronouncing English word. It can be seen to the result of interview to MF as followed:

> I think I'm not really good because my pronunciation is still low and I don't have much vocabulary so I think that not really good. I feel difficult because that my mother tongue influence me… ee when I speak English I feel difficult to pronunce it well.[74]

2. YI

According to YI, her problem in pronouncing English word is mother tongue, and vocabulary because she only has little vocabulary. It is make her difficult to pronouncing English word when she didn't know with the vocabulary. It can be seen to the result of interview to YI as followed:

> I think mother tongue influence my speaking because different in English is word and pronounce is different but in mother tongue the word is same how to pronounce. I feel difficult from vocabulary and pronunciation .[75]

3. HW

According to HW, her problem in pronouncing English word is difficult to pronounce English word because her mother tongue different with English and

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[74] Interview with Marfuah, at Ma'had al- jami'ah of STAIN Palangka Raya, on thrusday, September 18th 2014 at 04.00 am.

[75] Interview with Yulianti, at Ma'had al- jami'ah of STAIN Palangka Raya, on friday, September 19th 2014 at 10.30 am.

seldom to practice speak English with friends and other people. It can be seen to

the result of interview to HW as followed:

>because dayak and english is very different and difficult to pronounce. Problem may be seldom practice with the other friend may be just it.[76]

4. IW

According to IW, when she pronouncing English word she feel difficult

because she has little vocabulary and she didn't know to pronounce the English

word correctly. It can be seen to the result of interview to IW as followed:

>I think difficult because my pronunciation is not good and my vocabulary just little. Habit of mother tongue so influence in my pronunciation.[77]

5. RW

According to RW, her problem in pronouncing English is vocabulary.

When she didn't know the meaning of the vocabulary she will feel difficult to

speak English. It can be seen to the result of interview to RW as followed:

>Feel difficult in pronouncing English word if we didn't know how to pronounce the word and if we didn't know the meaning of English I think it's difficult to understand.[78]

6. SF

According to SF, her problem in pronunciation is habit to speak mother

tongue (java), Indonesia, and she seldom to practice speak English with other

people. It can be seen to the result of interview to SF as followed:

>The most language that I use in my daily life is Java language[79]

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[76] Interview with Herniwati, at Campus of STAIN Palangka Raya, on friday, September 19th 2014 at 10.00 am.

[77] Interview with Ismawati, at Auditorium Park of STAIN Palangka Raya, on monday, September 22th 2014 at 14.30 pm.

[78] Interview with Ratnawilis, at Campus of STAIN Palangka Raya, on monday, September 22th 2014 at 14.00 pm.

There are many problems of English student in pronunciation based on the interviewed. This problem be present because the student sometimes and seldom to practice their speaking. Then when the students speak English they often mix their mother tongue and English.

It can be seen from the result of questionnaire at number 8, 9 and 15. The data results showed as it follows in the Figure 4.12 and Figure 4.13

Practice speaking englsih (figure 4.12)

	Always	Often	Sometimes	Seldom	Never
percent	0%	4%	36%	40%	20%

when speak englsih mix mother tongue and english (figure 4.13)

	Always	Often	Sometimes	Seldom	Never
percent	0%	40%	40%	16%	4%
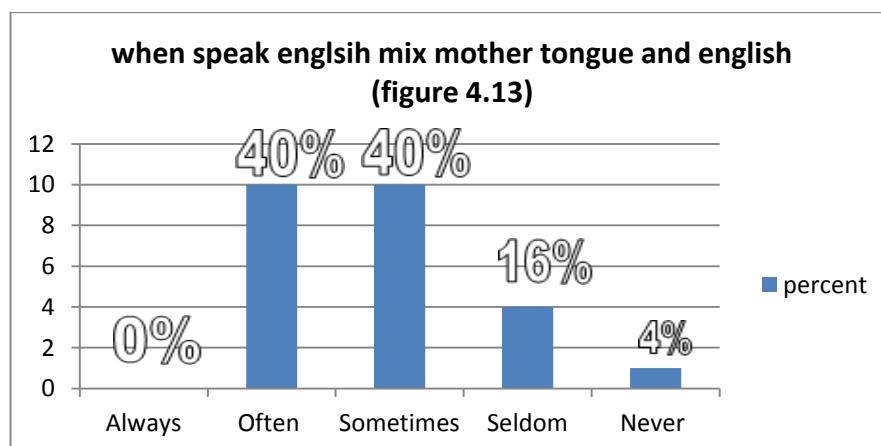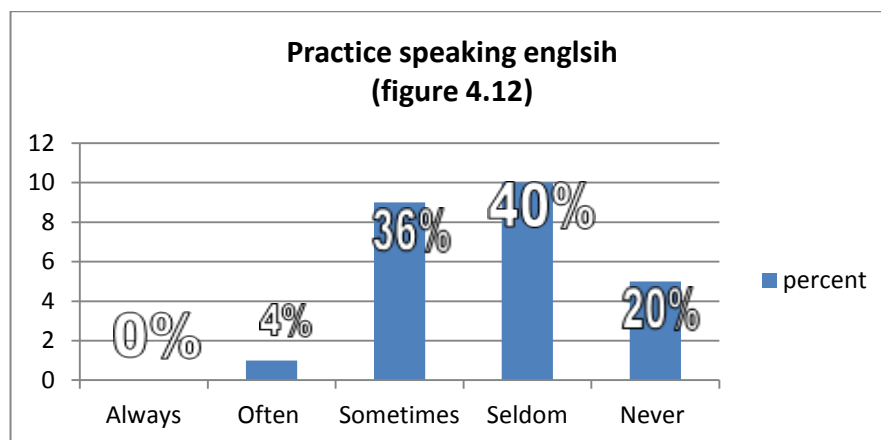
Based on figure above, show that seldom practice to speak English and often mix mother tongue when speak English made student difficult in speaking English. According to Jenep, there are two factors that cause low levels of student

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[79] Interview with Siti Fatimah, at Campus of STAIN Palangka Raya, on Tuesday, September 30th 2014 at 10.00 am.

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.

Then Sumadi Suryabrata stated in its book Education Psychology express that there are two factors the difficulty in learning speaking as follow: factors coming from within self and outside student self (external). Factor comes from within student self (Internal) There are: Physiological factor, Ability of student base (intelligence), Talent, Enthusiasm, and Basic Knowledge's. Then factor from outside student self can be classified to become two, there are social factor and non-social. Social factor consisted: Area of family, Relation between children of Teacher, and Factor non-social composed: learning facility, weather, time influence.

C. The students' ways in solving their problems in Pronouncing English Word

This part of the study focused on the students' ways in solve their problems in pronouncing English word. The language learners have many ways in solving their problems in pronunciation and speaking English. Nowadays, there was strategy of problem solving that offered by Arun Behera. Speaking skills can be improved by if one follows the few steps suggested below: practices wherever and whenever she/he can, builds her/his confidence, tries to experiment with the

English she/he knows, tries to respond to what people say to her/him, doesn't speak too fast, and tries to relax when she/he speaks.

Based on questionnaire at number 13, 14 and 16 researcher found students' ways in solving their problems in pronunciation and speaking English. It can be seen from table 4.13 below

Table 4.13

The result of questionnaire at number 13, 14 and 16

Question	Students' answer	
13. How often you listen or sing English song?	a.)Always. b.) often. c.) Sometimes. d.) seldom. e.) never.	2 students 10 students 6 students 5 students 1 student
14. How often you watching English Movie?	a.)Always. b.) often. c.) Sometimes. d.) seldom. e.) never.	3 students 12 students 7 students 3 students -
16. Where do you use English the most?	a) At school, at campus or in my studies b) In my free time c) At work d) I do not use English	19 students 6 students - -
Percentage of the result of the questionnaire 13, 14 and 16 Figure 4.14		

Percentage of the result of the questionnaire 13, 14 and 16
Figure 4.14
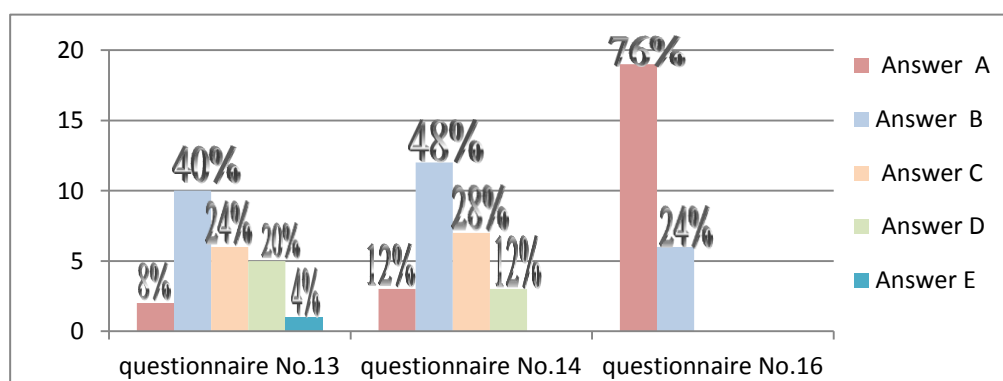
From the result at number 13 showed the students ways in solving the problem in pronouncing English word by often to practice to listen to English songs. It's can help students to be better in pronunciation by hear English song. Then at number 14 also students often watching English movie.

But in this case the researcher showed the Banjarnese, Dayaknese and Javanese students' ways in solving their problems in pronunciation. Here are the solving problems based on interviewed. As follows;

1. MF

According to MF, to improve her speaking and listening, she practice listen to English at least twice in one day. It can be seen to the result of interview to MF as followed:

I think at least twice in one day I listen to English.[80]

2. YI

According to YI, to solve her problem in pronouncing English word she learn to improve her vocabulary, read book dictionary, and how to pronounce English word. It can be seen to the result of interview to YI as followed:

I think every day I listen English music, improve my vocabulary, read book dictionary, how to pronounce this word.[81]

3. HW

According to HW, she tries to respond to what people say to her in speaking and want practice her speaking. Practice to speak English with her

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[80] Interview with Marfuah, at Ma'had al- jami'ah of STAIN Palangka Raya, on thrusday, September 18th 2014 at 04.00 am.

[81] Interview with Yulianti, at Ma'had al- jami'ah of STAIN Palangka Raya, on friday, September 19th 2014 at 10.30 am.

friends and other people help her to better in speaking. It can be seen to the result of interview to HW as followed:

My solution I wanna my friend or the other people in the campus speak English with me.[82]

4. IW

According to IW, listen to English song three until four time in one week, and practice her speaking with her friends in campus. It can be seen to the result of interview to IW as followed:

Three until four time in one week I listen to English.[83]

5. RW

According to RW, she reading English more and always open dictionary. It can be seen to the result of interview to RW as followed:

Reading more and we always open dictionary.[84]

6. SF

According to SF, she will develop her vocabulary by watching English movie and reading English novel and practice speaking English with her friend. It can be seen to the result of interview to SF as followed:

develop my vocabulary and watching movie English and reading novel English and practice speaking English with my friend.[85]

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[82] Interview with Herniwati, at Campus of STAIN Palangka Raya, on friday, September 19th 2014 at 10.00 am.

[83] Interview with Ismawati, at Auditorium Park of STAIN Palangka Raya, on monday, September 22th 2014 at 14.30 pm.

[84] Interview with Ratnawilis, at Campus of STAIN Palangka Raya, on monday, September 22th 2014 at 14.00 pm.

[85] Interview with Ratnawilis, at Campus of STAIN Palangka Raya, on monday, September 22th 2014 at 14.00 pm.